

Readiness and Emergency Management for Schools

**A Grant Competition to Improve and Strengthen
School Emergency Management Plans
(CFDA # 84.184E)**

Information and Application Procedures for Fiscal Year 2010

Application Deadline: February 26, 2010



OMB No. 1894-0006 Expiration Date: September 30, 2011

**U.S. Department of Education
Office of Safe and Drug-Free Schools**



UNITED STATES DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools

Assistant Deputy Secretary

January 2010

Dear Colleague:

Thank you for your interest in applying for the Readiness and Emergency Management for Schools (REMS) grant (CFDA 84.184E) administered by the U.S. Department of Education's (ED) Office of Safe and Drug-Free Schools.

This grant competition will provide funds to local educational agencies (LEAs) to create, strengthen, or improve emergency management plans at the district and school-building levels. Projects should include training for school personnel in emergency management procedures; coordination with local community partners, including local government, law enforcement, public safety or emergency management, public health and mental health agencies; and plans to improve local capacity to sustain emergency management efforts after the period of Federal funding.

Taking action now can help save lives, prevent injury, and minimize property damage in the moments of a crisis. Continuously reviewing and revising school and district emergency management plans is critical to ensuring a high level of preparedness. To help schools in this process, ED has developed several school emergency management resources, including guidance on creating infectious disease plans, implementing an incident command system and supporting the National Incident Management System, and conducting vulnerability assessments. These publications were developed in collaboration with the ED's Readiness and Emergency Management for Schools Technical Assistance Center and can be found at <http://rem.s.ed.gov>. ED's publication Practical Information on Crisis Planning: a Guide for Schools and Communities also provides information on key concepts and components of strong emergency management plans. The guide can be found at www.ed.gov/emergencyplan. Applicants to the REMS grant program are encouraged to review these resources and incorporate the key principles of the four phases of emergency management—Prevention-Mitigation, Preparedness, Response and Recovery—into their grant applications.

We look forward to receiving your application. Thank you for your efforts to ensure the safety of our nation's schools and students.

Sincerely,

/s/

Kevin Jennings

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REMS Grant Fast Facts:

Eligible Applicants: Local educational agencies (LEAs), i.e., public school districts, that do not have an active grant under this program (CFDA 84.184E), and consortia thereof

Purpose: The REMS grant program provides funds to LEAs to establish an emergency management process that focuses on reviewing and strengthening emergency management plans, within the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery). The program also provides resources to LEAs to provide training for staff on emergency management procedures and requires that LEAs develop comprehensive all-hazards emergency management plans in collaboration with community partners including local law enforcement; public safety, public health, and mental health agencies; and local government.

Application Deadline Date: February 26, 2010

Application Submission: Applications may be submitted electronically via E-Application or in hard copy.

Project Period: 24 months

Estimated Average Size of Awards:

- ☐ \$150,000 for a small-size LEA (1-20 education facilities)
- ☐ \$300,000 for a medium-size LEA (21-75 education facilities)
- ☐ \$600,000 for a large-size LEA (76 or more education facilities)

Estimated Number of Awards: 96

Competition Manager: Sara Strizzi

Email address: sara.strizzi@ed.gov

Telephone: (303) 346-0924

I. APPLICATION SUBMISSION PROCEDURES

Application Transmittal Instructions

Applications for grants under this grant competition may be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants system, or in paper format by mail or hand delivery. The electronic submission of applications is voluntary. However, if you choose to submit your application electronically, you must use the site listed below. Note: You may not submit your application by e-mail or facsimile.

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the *Federal Register* notice announcing the grant competition.

The competition deadline for the Readiness and Emergency Management for Schools (REMS) grant program is February 26, 2010. If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

If you choose to submit your application to us electronically, you must submit your grant application using the Department of Education's e-Application system (<http://e-grants.ed.gov>) by 4:30:00 p.m. (Washington, D.C. time) on the application deadline date.

For more information on using e-Application, please refer to the Notice Inviting Applications that was published in the *Federal Register*, the e-Application Submission Procedures and Tips document found in this application package instructions, and/or visit <http://e-grants.ed.gov>.

You may access the electronic application for the Readiness and Emergency Management for Schools grant competition at the following Web site:

<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

Applications Sent by Mail

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of the application on or before the deadline date to the address below. To help expedite our review of your application, we would appreciate your voluntarily including an additional 3rd copy of your application.

Please mail copies to:
U.S. Department of Education
Application Control Center

Attention: CFDA # 84.184E
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202 – 4260

You must show one of the following as proof of mailing:

- (1) A legibly dated U.S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Applications Delivered by Commercial Carrier

Special Note: Due to disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U. S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Sent by Mail,” then follow the mailing instructions under the appropriate delivery method.

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional 3rd copy of your application. Applications that are delivered by commercial carrier, such as Federal Express or United Parcel Service should be mailed to:

U.S. Department of Education
Application Control Center
Attention: CFDA #84.184E
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

Applications Delivered by Hand

You or your courier must hand deliver the original and two copies of the application by 4:30:00 p.m. (Washington, DC time) on or before the deadline date. To help expedite

our review of your application, we would appreciate your voluntarily including an additional 3rd copy of your application.

Please hand deliver copies to:

U.S. Department of Education
Application Control Center
Attention: CFDA #84.184E
550 12th Street, SW
Potomac Center Plaza – Room 7041
Washington, DC 20202-4260

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30:00 p.m. (Washington, DC time), except Saturdays, Sundays, and federal holidays.

Please note, if you are submitting your application electronically, the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable. We will not grant an extension to the submission deadline because of the system unavailability during February 10-15, 2010.

e-Application Submission Procedures and Tips for Applicants

IMPORTANT – PLEASE READ FIRST

e-Application Web site: <http://e-grants.ed.gov>

To facilitate your use of e-Application, this document includes important application preparation and submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education. Please read and follow these step-by-step directions to create and submit your application.

ATTENTION

Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on-line and narratives are uploaded while logged into the system. Therefore, allow sufficient time to complete your application before the closing date. If you have not used e-Application in the past, you may want to walk through the Demo available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants help desk on 1-888-336-8930. The following are steps you should follow to successfully complete an application with e-Application.

Step 1 – Determine if your program is accepting electronic applications. The *Federal Register* notice of each program will indicate whether the program is accepting e-Application as part of the Department's e-Application program. Here is a link to the Department's *Federal Register* notices: <http://www.ed.gov/news/fedregister/announce/index.html>. Additional information on the Department of Education's grant programs can be found at <http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>.

Step 2 – Register in e-Application to access the application package. If you are a new user, you will need to register to use e-Application. From the e-Grants Portal Page <http://e-grants.ed.gov/>, click on the continue button and click the register button on the right side of the next page. Select the e-Application module and click the next button. Please provide the requested information. Your e-Grants password will be sent to the e-mail address you provide. Once you receive the e-mail, enter your username and password and click the login button.

If you already have a username and password for e-Grants, use them to login. If you have access to more than one e-Grants module, you will be directed to select which module you wish to enter. Keep in mind that this username and password will be used for all e-Grants modules. In order to update your registration for additional e-Grants modules, click the appropriate tab on the top of the screen and provide the requested information.

Note the following browser compatibility problems. The site is viewed best in Internet Explorer 5. We currently support IE 5, Netscape 6.2, Firefox 2.2 (along with later versions of IE, Netscape and Firefox). Please make sure that you have **Cookies** and **JavaScript** enabled in your browser.

Please note, if you are submitting your application electronically, the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable. We will not grant an extension to the submission deadline because of the system unavailability during February 10-15, 2010.

Step 3 - Add Application Package to your Start Page. From your Start Page, click on the "Add" button to see the list of application packages. Click on a specific package link on the List of Application Packages to apply. The package will now appear on your Start Page. From this point forward, you will access your unique application from your Start Page (not the Packages Page).

Step 4 - Begin the Application. Click on the underlined Application Package Title on your Start Page. This brings you to a page where you will see all of the application's forms and narratives listed as underlined links.

Step 5 - Fill out Forms. Enter a form by clicking on the underlined form title in order to enter data. Remember to click the "Save" button at the bottom of the form and check the "Form Completed" box for each form as you complete it.

Step 6 - Upload File(s) for Narrative Responses. Click on an underlined narrative form title for the e-Application. Enter the title of the document, and click on the "Browse" button to locate your file. Remember to click the "Save" button after you upload the document and check the "Form Completed" box when you finish uploading your file(s). Please note for file uploads, we accept .doc, .rtf, and .pdf files only. If you are using Word 2007, please save your document in a lower version of Word before uploading into e-Application.

Step 7 - Verify Information/Print Application. Verify your information is complete and correct on all required forms and narratives. You have the option to print each form at any time by clicking on the print/view icon next to the appropriate form. After submission of the forms and narratives, you have the option to print a complete e-Application package in PDF by clicking on the "Request Complete Package in PDF" on the e-Application PR/Award page. A second window will open informing you that your request has been received and that you will be notified via e-mail once it is available.

This process can take anywhere from a few minutes to a few hours. Once you receive the e-mail, click on the link in the text of the message and enter your username and password in the new window. This will open the PDF file from which you can view/print the entire package. In addition, a blank complete package in PDF will be accessible from the package page in e-Application.

Step 8 - Submit your Application. Only authorized individuals for your organization can submit an application. Please check with your Authorizing Representative or sponsored research office before submission. Click on the "Ready to submit" button at the bottom of your application. Enter and verify the Authorizing Representative information. Click the "Submit" button. You will receive an e-mail to confirm that your application was received, and it will include a unique application number. Please print and keep this e-mail for your records. [Reminder: applications must be submitted before 4:30:00 p.m., Washington, DC time, on the deadline date for applications. e-Application will not accept your application if you try to submit it after 4:30:00 p.m. on the deadline date.]

Step 9 - Fax the signed SF 424 Cover Page (or Program Specific Cover Page). Write your unique application number (received in step 8) on the upper right corner of your printed SF 424 Cover Page (or Program Specific Cover Page), sign and fax it within 3 business days of submitting your e-Application to (202) 485-0041 or (202) 245-7166.

NOTE: For more detailed information on submitting an e-Application, please see the User Guide. In addition, please try practicing with our e-Application Demo site by clicking on the Demo button found on the upper left corner of the e-Application Home Page. Both the User Guide and Demo can be found at <http://e-grants.ed.gov>.

Other Submission Tips

- 1) **SUBMIT EARLY - We strongly recommend that you do not wait until the last day to submit your application.** The time it takes to upload the narratives for your application will vary depending on a number of factors including the size of the files and the speed of your Internet connection. If you try to submit your application after 4:30:00 p.m., Washington, DC time on the deadline date, the e-Application system will not accept it.
- 2) **If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the *Federal Register* notice and get a hard copy application postmarked by midnight on the deadline date.**

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the *Federal Register* notice and qualify for one of the exceptions to the

electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the *Federal Register* notice for detailed instructions.)

- 3) **Dial-Up Internet Connections** - When using a dial-up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial-up connection. If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the *Federal Register* notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. (See the *Federal Register* notice for detailed instructions.)

Additional Tips – Attaching Files

Please note the following tips related to attaching files to your application:

1. Ensure that you only attach the Education approved file types detailed in the *Federal Register* application notice (.doc, .pdf or .rtf). If using Word 2007, save your file to an earlier version of Word before uploading. Also, do not upload any password-protected files to your application.
2. When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 50 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters included in the file names) could result in difficulties opening and processing a submitted application.
3. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Please note that each file attachment in e-Application has a file size limitation, which is anywhere from 2 to 8 MB, and the limitation will be indicated on the individual screen when you upload a file. For reference, however, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the size of your attachments before uploading them into e-Application.

II. Program Background Information

General Information

Overview

We will award grants under this program to local educational agencies (LEAs) to create, strengthen, or improve emergency management plans and to develop and implement a comprehensive and sustainable emergency management process.

Eligibility

This competition limits eligibility to LEAs that do not have an active grant under this program (CFDA 84.184E), and consortia thereof.

Note: The Readiness and Emergency Management for Schools (REMS) grant competition limits eligibility to applicants that do not currently have an active grant under this program. For the purpose of this eligibility requirement, a grant is considered active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds (71 FR 70369).

Definition of LEA

For the purpose of this competition, the term local educational agency (LEA) used in this application has the following definition:

Local Educational Agency (LEA)¹:

(A) IN GENERAL- The term local educational agency' means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

(B) ADMINISTRATIVE CONTROL AND DIRECTION- The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

(C) BIA SCHOOLS- The term includes an elementary school or secondary school funded by the Bureau of Indian Affairs but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.

¹ Title IX, Section 9101 of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001.

(D) EDUCATIONAL SERVICE AGENCIES (ESAs)- The term includes educational service agencies and consortia of those agencies.

Authority

This competition is authorized under Title IV, Section 4121 of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001. Grants made under this program must comply with 34 CFR Parts 75, 77, 79, 80, 81, 82, 84, 85, 97, 98, 99 and 299.

Note to Applicants

This is a complete application package for the Readiness and Emergency Management for Schools grant program. Together with the statute authorizing the program, this package contains all of the information, application forms, and instructions needed to apply for this grant.

The official documents governing this competition are the Notice Inviting Applications, the Notice of Final Priorities and Requirements, and the Notice of Final Eligibility Requirement published in the *Federal Register* [See Section III (Legal and Regulatory Documents) of this application package]. These notices are also available electronically at the following Web sites: www.ed.gov/legislation/FedRegister and www.gpoaccess.gov/nara.

Applicants should clearly indicate in Block #11 of the Standard Form 424, the CFDA number and alpha suffix of this competition: **84.184E**.

Technical Assistance

Any questions related to the requirements of this grant competition should be directed to the Competition Manager for this competition, Sara Strizzi of the Office of Safe and Drug-Free Schools (OSDFS), at (303) 346-0924 or via e-mail at sara.strizzi@ed.gov. Additional information about the Department of Education's school emergency management planning resources may be found at www.ed.gov/emergencyplan.

The U.S. Department of Education (ED) will host a series of Grant Question and Answer teleconferences to answer questions regarding the REMS grant competition. For dial-in information and a complete list of teleconference dates and times, please visit <http://rems.ed.gov>.

For more information and resources on school emergency management planning, contact ED's REMS Technical Assistance (TA) Center at (866) 540-REMS or visit the Web site at <http://rems.ed.gov>.

Grant Awards and Project Period

The project period for this grant is up to 24 months. No continuation awards will be provided. Budgets should be developed for a single budget period of up to 24 months. Applicants should list their entire budget request in one column on the ED Form 524.

We suggest developing a timeline that starts on August 1, 2010, and runs through July 31, 2012.

Estimated Range of Awards

We estimate that awards will range from \$150,000 to \$600,000. We estimate that a small-size school district (i.e., 1-20 facilities) will need up to \$150,000 for the 24-month period; a medium-size school district (i.e., 21-75 facilities) will need up to \$300,000 for the 24-month period; and a large-size school district (i.e., 76 or more school facilities) will need up to \$600,000 for the 24-month period. For the purposes of this competition, the term “education facilities” includes schools, transportation depots, central administrative offices, and other district buildings.

Applicants requesting funds in excess of the recommended amounts will need to carefully justify their need for those funds. Applicants may apply for less or more than the average ranges of these awards as stated above. These figures represent estimates and are not binding.

Contingent upon the availability of funds and the quality of applications, we may make additional awards later in FY 2010 and in subsequent years from the list of unfunded applications from this competition.

Application Due Date

All applications must be submitted on or before February 26, 2010, to be eligible for review. The U.S. Department of Education’s Application Control Center must receive applications delivered by hand no later than 4:30:00 p.m. (Washington, DC time) on February 26, 2010. Applications may also be submitted electronically through the Department of Education’s e-Grants system and must be submitted by 4:30:00 p.m. (Washington, DC time) on February 26, 2010. Applications may not be emailed or faxed.

Under very extraordinary circumstances, the Department may change the closing date for a competition. When this occurs, the change will be announced in a notice published in the *Federal Register*. Waivers for individual applications failing to meet the application deadline will not be granted, except in the circumstances described in the section under electronic submission of applications.

Unique Applications

Information submitted in response to the scoring criteria should be specific to the applicant’s district and should not be identical or substantially similar to other applications. Identical or substantially similar applications are not responsive to the scoring criteria which are designed to support funding for projects that address individual LEAs’ unique emergency management needs.

Travel Budget

Applicants must budget for attendance at three required meetings. There are no registration fees for these meetings. For planning purposes, applicants should include funds for transportation, lodging, and per diem costs for the following meetings:

Required Meeting #1: *Emergency Management for Schools* Training and Grant Orientation Meeting

This two and a half day meeting will provide participants with key information needed to manage and implement a discretionary grant awarded by ED, as well as information related to developing all-hazards emergency management plans that are developed within the framework of the four phases of emergency management –Prevention-Mitigation, Preparedness, Response, and Recovery. This meeting will be held within the first six months of the grant period.

Required Participants: Project Director and One School District Representative

Expenses for this meeting include:

- ❑ Round-trip airfare for two participants to a major U.S. city
- ❑ Lodging expenses for two participants for up to four nights in a major U.S. city
- ❑ Per diem expenses for two participants for up to five days in a major U.S. city
- ❑ Funds for local ground transportation

Required Meeting #2: *Advanced Emergency Management for Schools* Training

This two and a half day meeting will provide participants with training on advanced topics related to school emergency management.

Required Participants: Project Director and One School District Representative

Expenses for this meeting include:

- ❑ Round-trip airfare for two participants to a major U.S. city
- ❑ Lodging expenses for two participants for up to four nights in a major U.S. city
- ❑ Per diem expenses for two participants for up to five days in a major U.S. city
- ❑ Funds for local ground transportation

Required Meeting #3: OSDFS National Conference

The OSDFS National Conference is scheduled for Summer 2011 (exact dates to be determined) and will be held in the Washington, DC area. The Conference will address issues related to emergency management; health, mental health, and physical education; broad-based issues related to alcohol, drug and violence prevention; civic and character education; scientifically-based programs; and many other areas concerning drug and violence prevention.

Required Participants: Project Director and One School District Representative

Expenses for this meeting include:

- ❑ Round-trip airfare for two participants to Washington, DC
- ❑ Lodging expenses for two participants for up to three nights in Washington, DC
- ❑ Per diem expenses for two participants for up to four days in Washington, DC
- ❑ Funds for local ground transportation

Attendance at all three meetings by the required project staff is a REMS grant requirement. All REMS grantees, regardless of the size or location of the district must meet this requirement. Grantees are also expected to attend the meetings in their entirety. Grantee participants that arrive late to the meeting, leave the meeting early, fail to attend the sessions in full, or do not send the required district participants will not be in compliance with this requirement.

NOTE: Additional attendees beyond the two required attendees, will not be allowed to attend the two *Emergency Management for Schools* trainings. This is due to space and cost limitations connected to the hotel contract and to ED's intention to maintain the integrity of small group sessions in these meetings whenever possible. Therefore, applicants should not include funds for additional representatives to attend these meetings beyond the required two attendees.

E-mail Addresses

As part of our review of your application, we may need to contact you with questions for clarification. Please be sure your application contains valid e-mail addresses for the Project Director and Authorized Representative.

Project Director Time Commitment

Applicants are requested to provide the percent of the Project Director's time that will be dedicated to the grant project, if funded. For example, if the Project Director works 40 hours per week and spends 20 hours per week on REMS grant activities, then the time commitment for the Project Director would be 50%. We suggest that applicants include this information in the budget narrative section of the application.

Review of Applications and Notification of Awards

The review of applications and notification of awards for this grant competition requires approximately twelve weeks. We expect to notify successful applicants by late June 2010. Unsuccessful applicants will be notified within 60 days of the award start date.

Procurement Practices for REMS Grant

The absolute priority of the FY 2010 REMS grant competition focuses on increasing local school district capacity to develop, implement, and sustain a comprehensive emergency management system. A key aspect of ensuring sustainability is ensuring that school districts have internal capability to implement all aspects of emergency management, including conducting vulnerability assessments, developing and updating

written emergency management procedures, training staff, and conducting exercises and drills. **Therefore, ED expects that the majority of applicants' budgets will focus on increasing local capacity and staff skills in these areas.**

Applicants for REMS grants that intend to use some procurement transactions in implementing their proposed projects need to be aware of requirements in the Education Department General Administrative Regulations (EDGAR) that establish minimum standards for procurement activities (34 C.F.R., Section 80.36).

As a general matter, 34 C.F.R. 80.36 governs competition in procurement transactions by grantees in the REMS program, including a requirement that all procurement transactions must be conducted in a manner "providing full and open competition" consistent with the standards in that regulation. 34 C.F.R. 80.36(c). Although grantees use "their own procurement procedures which reflect State and local laws and regulations" to the extent those procedures are consistent with the Federal requirements, all grantees under the REMS program also must follow the minimum requirements in 34 C.F.R. 80.36. 34 C.F.R. 80.36(b)(1).

The requirements in 34 C.F.R. 80.36 are designed to protect the competitive procurement process from undue influence, and have been in effect for many years. According to 34 C.F.R. 80.36(c), all transactions must be conducted in a manner "providing full and open competition" consistent with the standards in the regulation. Several situations are listed in 34 C.F.R. 80.36(c)(1) that would be considered to be restrictive of competition, although it is important to understand that the list is not exhaustive. Among the examples are:

- (1) Placing unreasonable requirements on firms in order for them to qualify to do business;
- (2) Requiring unnecessary experience and excessive bonding;
- (3) Organizational conflicts of interest; and
- (4) Specifying only a "brand name" product instead of allowing "an equal" product to be offered.

If a vendor has already assisted the LEA in preparing an application for a REMS grant, and subsequently is interested in providing contract services after the LEA receives the grant award, a close examination of all activities is warranted to ensure that the vendor did not act as an agent of the grantee, that the vendor does not have an organizational conflict of interest in the procurement, and that the requirements for full and open competition have not been violated.

Please note that the requirements regarding full and open competition could be violated even if a vendor's participation in the application process was limited and the vendor was not acting as an agent of the grantee. For example, a vendor that provides

specifications that are then included in a grant application could have a competitive advantage over other vendors. Grantees should carefully examine all of their interactions with vendors to ensure that these interactions do not violate the requirements concerning full and open competition.

It is the responsibility of each grantee to comply with the procurement requirements in 34 C.F.R. 80.36, which take precedence over State and local procedures in those cases where the minimum requirements in section 80.36 provide greater protection of the procurement process. This Department generally does not have sufficient information to confirm that any particular vendor is eligible or ineligible to compete for contracts with REMS grantees and the status of a vendor may vary depending on the circumstances surrounding each procurement.

Regulations at 34 C.F.R. 80.36(b)(12) require all REMS grantees to have protest procedures to handle and resolve any disputes concerning the procurement process. Under section 80.36(b)(12), ED does not review disputes between grantees and vendors except in a case where the vendor has already exhausted its administrative remedies under the grantee's protest procedures and the dispute involves either an alleged violation of a Federal statute or regulation, or failure of a grantee to review the dispute under its protest procedures.

Generally, all procurement transactions must be conducted in a manner providing full and open competition, consistent with the procurement standards in EDGAR §80.36. This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided those procedures meet certain standards described in EDGAR. EDGAR is available online and can be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

Because grantees must use appropriate procurement procedures to select contractors, **applicants should not include information in their grant applications about specific vendors, nor the names of specific contractors**, that may be used to provide services for the proposed project. Applicants may include information about the scope of work to be completed by outside contractors and contractor qualifications, however they should not pre-identify a specific contractor or enter into an agreement with any contractor(s) until after the grant has been awarded and a post-award discussion with the assigned Federal Project Officer has occurred.

OSDFS staff will monitor all REMS grantees to ensure that applicable statutory and regulatory procurement requirements are followed.

Expectations of Grantees

By submitting an application for this program, applicants agree to fully cooperate with any evaluation efforts conducted by ED and its contractors. At a minimum, grantees are expected to:

- ❑ Maintain records on the implementation of their project;

- ❑ Maintain records on the extent to which their program objectives are being met;
- ❑ Include specific performance measures in their evaluation plan;
- ❑ Document progress towards addressing the Government Performance and Results (GPRA) Act measure identified for this program;
- ❑ Provide a copy of their revised emergency management plan to ED at the conclusion of the grant period; and
- ❑ Make ongoing project information, findings, and products available upon request to ensure the dissemination of knowledge gained from this grant program.

Grantees also may be expected to work with ED's REMS TA Center to collect key program information that will help assess the extent to which projects supported under this grant competition are meeting their goals and objectives. ED may identify and disseminate those strategies that are effective in improving school emergency management planning to other LEAs to help extend the benefits of this program.

Project Director Expectations

1. Project Director Must be an Employee of the Applicant LEA

For purposes of accountability to the LEA and the project, the assigned Project Director must be an employee of the lead applicant LEA.

2. Attendance at Required Grant Meetings

The assigned Project Director must attend each of the three required grantee meetings (see pages 15-16).

3. Primary Contact on the Grant

The assigned Project Director will serve as the Department of Education's primary point of contact for the grant and will be responsible for maintaining ongoing and open communication with the Federal Project Officer assigned to the project once an award has been made.

Technical Assistance

Grantees will receive technical assistance throughout the life of the grant. This assistance may take multiple forms, including meetings and webinars, telephone consultations, and other forms of networking to share ideas and identify resources. In addition, each grantee will be assigned a Federal Project Officer who will also serve as a resource. Grantees are encouraged to become familiar with using email, as most correspondence regarding their project will be delivered electronically.

Program Contact

Sara Strizzi, Office of Safe and Drug-Free Schools

Phone: (303) 346-0924

Email: sara.strizzi@ed.gov

Paperwork Burden Statement

According to the paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1894-0006. The time required to complete the information collection is estimate to average 25 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, Potomac Center Plaza, 550 12th Street, SW, 10th Floor, Washington, DC 20202-6450.

The Government Performance and Results Act (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to state clearly what it intends to accomplish, identify the resources required, and periodically report its progress to the U.S. Congress. GPRA is intended to contribute to improvements in accountability for the expenditure of public funds; enhance congressional decision-making through more objective information on the effectiveness of Federal programs; and promote a new government focus on results, service delivery, and customer satisfaction.

As required by GPRA, the Department of Education (ED) has developed a strategic plan that reflects organizational priorities and integrates those with our mission and program authorities. We have also developed GPRA measures for the individual programs we administer, including Readiness and Emergency Management for Schools Grants. The GPRA measure for this program is:

- The average number of National Incident Management System (NIMS) course completions by key personnel at the start of the grant compared to the average number of NIMS course completions by key personnel at the end of the grant.

The GPRA measure identified for REMS grants constitutes the way in which ED will measure the success of this initiative. Consequently, applicants for a grant under this program should give careful consideration to this measure in developing their projects, and particularly to how they will collect and report data for this measure. Grantees are required to collect and report data on this performance measure to ED. ED will aggregate data provided by grantees for this GPRA measure and use that data in developing future budget proposals. ED will also share this performance data with Congress. ED may also publish results from individual grants to illustrate how grant sites are making progress toward program objectives.

If funded, grantees will be expected to collect data on the GPRA measure established for this program, and report that data to ED in their interim and final performance reports. Grantees are expected to complete all performance reports using the ED 524B Form:

http://www.ed.gov/fund/grant/apply/appforms/ed524b_cover.doc and
http://www.ed.gov/fund/grant/apply/appforms/ed524b_status.doc.

The ED 524B performance report requires that grantees report data on the GPRA measure as well as on all project-specific objectives outlined by each individual grant as identified in project applications. Additional information about completing required performance reports may be found at
http://rems.ed.gov/index.cfm?event=grantees_guidance.

Tips for Preparing and Submitting an Application

A. Getting Started

- ☐ Read this application package in its entirety and follow all of the instructions.
- ☐ Read the Frequently Asked Questions section in this application package.
- ☐ If an applicant does not understand an instruction or requirement, contact Sara Strizzi of the Office of Safe and Drug-Free Schools at sara.strizzi@ed.gov.
- ☐ For more resources related to this grant competition, visit the REMS TA Center Web site at <http://rems.ed.gov>.

B. Preparing The Application

- ☐ Write a thorough program description such that someone who knows nothing about your school district or your proposed project plan can fully understand what you are proposing.
- ☐ Organize the application according to the selection criteria beginning on page 36 of this application package. Pay careful attention to the information listed in the “Notes” for each criterion.
- ☐ Include a budget request (ED Form 524) for a single budget period of up to 24 months (use one column only), and provide a budget narrative justification. The budget narrative should provide sufficient detail about planned expenditures so ED staff and reviewers can easily determine how the funds will be spent. It is also helpful to include information about the percent of time that the Project Director will work on the project in this section, regardless of how this position is funded.
- ☐ Link the planned expenditures to the project’s goals and objectives. Do not request funds for miscellaneous or undefined purposes and make sure to demonstrate that all proposed expenditures are reasonable and necessary to carry out the project.
- ☐ Obtain signed agreements from each of the following: Authorized Representative, local government, law enforcement, public safety or emergency management agency, public health, and mental health agencies. ED advises using the sample Partner Agreements provided on pages 101-106 to help ensure that appropriate signatures have been obtained.

C. Submitting The Application

- ☐ Use the checklist provided in this application package on page 108 to make sure the application is complete before it is submitted.
- ☐ Make sure the absolute priority is met and include the signed agreements from the Authorized Representative and law enforcement, public safety or emergency management agency, public health, mental health and local government (again, ED recommends using the agreements provided on pages 101-106).
- ☐ Make sure all required forms, including the Program-Specific Assurance form on page 98 and the Competitive Preference Qualification Assurance (if applicable) on page 99, are signed by the Authorized Representative.
- ☐ Transmit the application by the deadline date and time. If submitting electronically, use the Department of Education’s e-Grants Web site. If submitting via the U.S. Postal Service, have a legible postmark date. If using an overnight carrier, obtain a receipt.

D. Next Steps

- Applicants submitting by mail should receive a postcard in approximately two weeks (depending on the volume of applications) from the ED's Application Control Center (ACC) acknowledging receipt of the application and providing its assigned PR/Award number. If you do not receive this notification within 15 business days from the application deadline date, contact ED's ACC at (202) 245-6288 or via email at application.center@ed.gov for information. If the application is submitted electronically, the PR/Award number will be generated automatically upon submission. Please refer to this PR/Award number if there is a need to contact ED about the application.
- Applications will be screened by Office of Safe and Drug-Free Schools (OSDFS) staff to ensure that all program eligibility requirements are met, requisite signatures from partners are included, and all required forms are included and signed by the Authorized Representative.
- Applications are assigned to a three-person panel of peer reviewers who will evaluate and score proposals according to the selection criteria in this package. Applications will receive a score from 0 to 105 depending upon how well the application responds to the requirements of the selection criteria and eligibility for the competitive preference.
- A grant award notification document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the comments prepared by the peer reviewers. Please be sure your application contains valid email and mailing addresses for both the Project Director and Authorized Representative so that reviewers' comments can be delivered successfully.

REMS Grant Writing Tips

The strongest applications are those that follow some key guiding principles:

- Applications should be well-thought out and contain a concrete project design. For example, a weak application will speculate on the types of training needed within the LEA. In contrast, a strong application will provide specific details about the training to be completed, by whom, and a timeline for doing so.
- Applicants should capitalize on local expertise. For example, applicants may want to consider utilizing local first responders to serve as trainers and/or provide expertise on identifying and addressing local hazards.
- Begin with the end in mind. Applicants should begin the project with a goal toward sustainability. For example, applicants may want to consider developing training programs on DVD or the district's intranet so that the training will be available for staff to utilize after the grant period.
- Applicants should ensure that the application is organized according to the selection criteria on page 36.

- Applicants should ensure the correct GPRA measure and plans for collecting required GPRA data are discussed in the Evaluation section of the application.
- Applicants should address each of the “notes” included following each selection criteria—this is what reviewers are looking for when evaluating and scoring each application.
- Applicants should submit all required forms, including the competitive preference form, if applicable. Applicants that fail to submit the competitive preference form will not receive competitive preference points, even if they qualify for the preference. No form=no points!
- If you have questions about the application procedures, selection criteria, or any other aspect of the program, please contact the Competition Manager, Sara Strizzi via email at sara.strizzi@ed.gov or via telephone at (303) 346-0924.

Emergency Management for Schools

Families trust schools to keep their children safe during the day. Thanks to the efforts of millions of teachers, principals, and students across the country, the majority of schools remain a safe haven for our nation's youth. The unfortunate reality is, however, that at some point many school districts in this country will be touched either directly or indirectly by an emergency or crisis of some kind.

The creation and maintenance of a safe school environment is an issue of national concern. Recent events that have occurred in, or around, schools have made it clear that schools must be prepared to respond to multiple hazards. Natural disasters such as hurricanes, earthquakes, fires, and tornadoes, can strike a community with little or no warning. School shootings, threatened or actual, are extremely rare, but are traumatizing when they do occur. The devastation caused by 9/11 and Hurricanes Katrina and Rita reinforce the need for schools and communities to plan for natural crises and emergencies, as well as other catastrophic events. In addition, recent events and science demonstrate that schools and communities also need to take chemical/biological hazards, as well as emerging public health emergencies, such as H1N1, into account in their planning process. While studies show that schools are the safest places for children to be during the morning and afternoon hours, schools and communities must take steps to continually review and enhance their level of preparedness for potential emergencies.

In recent years, the nation's schools have placed an increased emphasis on developing strong written emergency management plans based upon the framework of the four phases of emergency management – Prevention-Mitigation, Preparedness, Response, and Recovery. However, because emergency management is a continuous process, it is important for schools to recognize that emergency management efforts are not “one-time” activities. Rather, they are long-term efforts that need to be maintained on a regular basis. A key aspect to ensuring sustainability of the emergency management process is the development of local school district capacity to implement all aspects of emergency management, including conducting vulnerability assessments, developing and updating written emergency management procedures, training staff, and conducting drills and exercises.

The REMS grant competition is designed to provide resources to school districts to increase local capacity and to institute a sustainable emergency management program that can be maintained by district staff after the period of Federal funding. In developing project activities, districts should consider what foundational components are needed to provide staff with the requisite skills and knowledge to carry out key emergency management tasks, such as conducting vulnerability assessments; implementing the National Incident Management System (NIMS); and planning, conducting, and evaluating emergency drills and exercises.

Developing a sustainable emergency management process can not be accomplished in isolation. As districts work toward increasing staff capacity, they are strongly encouraged to utilize and leverage the expertise of state and local community partners including local government, law enforcement, public safety and/or emergency management, public health, and mental health. For example, school districts can work with their state and/or local emergency management agency for training on conducting drills and exercises. They may also work with their local public health department to develop biohazard and infectious disease plans, conduct trainings, and establish prevention protocols. By working with state and community partners and establishing strong and reciprocal relationships, communities will see increased benefits from local emergency planning efforts.

Developing effective protocols and procedures that will assist school districts in sustaining emergency management efforts should also be completed in coordination with local community partners. These plans should include clearly defined roles and responsibilities based upon the Incident Command System and should be shared with all relevant stakeholders before a crisis occurs.

In developing emergency management plans, it is also important to consider the particular vulnerabilities a district or individual school may face. Conducting comprehensive vulnerability assessments—of school buildings, grounds, and school cultures and climates—is an important first step in developing emergency management plans. For example, are schools located near a chemical plant or a military base? Are schools' physical plants able to withstand natural disasters a region may encounter? In addressing these, and all other potential vulnerabilities, it is important to ensure that emergency management plans are coordinated with State and local emergency procedures.

To ensure that protocols are consistent with the expectations of local emergency responders, schools should familiarize themselves with the four recognized phases of emergency management and build these into their plans:

Prevention-Mitigation: Prevention is the actions(s) schools and districts take to decrease the likelihood that an event or crisis will occur. Mitigation is the action(s) schools and districts take to eliminate or reduce the loss of life and property damage related to an event(s) that cannot be prevented.

Preparedness: Preparedness includes actions designed to prepare the school community for potential emergencies by coordinating with community partners through the development of policies and protocols, incident command systems, training, and exercises.

Response: Response is taking action to effectively contain and resolve an emergency.

Recovery: Recovery includes actions designed to assist students, staff, and their families in the healing process and to restore the academic, business, and structural operations in schools.

Plans that are developed to include these four phases should be reviewed and updated on a continuous basis. Moreover, each phase should be seen as being interrelated and as an extension of the others. For example, when creating school emergency management teams during the Preparedness phase, school officials should consider the role each team member will play during the Response phase.

In the event of an emergency, schools must also be prepared to communicate information to parents and guardians quickly and efficiently. Developing protocols and expectations for parents and guardians in advance may eliminate some of the chaos that can occur during, and after, an emergency. Schools should pay careful attention to parent and guardian/child reunification plans and test these procedures with drills and exercises. In addition, emergency management plans must consider the specific needs of all populations – particularly students and staff with disabilities or special needs and parents and students whose first language is other than English.

A REMS grant will enable school districts to create, strengthen, or improve emergency management procedures and increase local capacity to sustain these efforts to include:

1. Addressing and incorporating all four phases of emergency management – Prevention-Mitigation, Preparedness, Response and Recovery in emergency management plans at the district and school-building levels;
2. Developing agreements to coordinate the strengthening and improvement of emergency management efforts among education, local government, law enforcement, public safety and emergency management, public health, and mental health;
3. Coordinating with State or local Homeland Security Plans;
4. Supporting the National Incident Management System (NIMS);
5. Establishing comprehensive emergency management plans based on an all-hazards approach;
6. Garnering support from top leadership within the district;
7. Identifying pre-established roles for faculty, staff, parents, students and first responders;
8. Developing sustainable training programs, such as train-the-trainer programs and trainings on electronic media, for staff, teachers, and incident management team members;
9. Conducting emergency drills and exercises for staff and students;
10. Reviewing and revising emergency management plans to reflect what works, what does not, and to address emerging crises;
11. Developing an emergency management plan that does not leave any child (or adult) behind—addressing the needs of all populations, including students and staff with disabilities and special needs;
12. Developing a plan that addresses infectious diseases, including pandemic flu;

13. Developing a plan that addresses food defense and is designed to safeguard school food supplies; and
14. Purchasing emergency equipment and technology (but not as a majority of the requested funding).

Schools play an essential role in ensuring the safety of their students in the event of any kind of emergency. Over the past twenty years, ED has been involved in several activities aimed at supporting and helping schools to understand that important role. These activities include:

- ❑ Establishing the REMS Technical Assistance Center (TA Center). The REMS TA Center provides emergency management resources and technical assistance at no charge to schools, school districts, and higher education institutions. The TA Center can be accessed online at <http://rems.ed.gov> or by calling 1-866-540-REMS.
- ❑ Supporting the National Clearinghouse for Educational Facilities (NCEF). The NCEF provides information on planning, designing, funding, building, improving, and maintaining safe, healthy, high performance schools. In addition, NCEF has developed a comprehensive Safe Schools Checklist that can be downloaded and used to assess schools surroundings, school grounds, buildings and facilities, communications systems, building access control and surveillance, utility systems, mechanical systems, and emergency power. The checklist is updated frequently and may be used for planning and designing new facilities or assessing existing ones. NCEF may be accessed online at www.ncef.org or by calling 1-888-552-0624.
- ❑ Conducting an *Emergency Planning for Students with Special Needs and Disabilities* Webinar which is available at http://rems.ed.gov/index.cfm?event=webinars_archives.
- ❑ Development of “Practical Information on Crisis Planning: A Guide for Schools and Communities.” This guide includes information on school emergency management and identifies some of the key principles in developing emergency management plans. The guide can be downloaded at www.ed.gov/emergencyplan
- ❑ Development of “Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates.” ED worked with the U.S. Secret Service to develop a guide for educators with practical advice on differentiating between persons making idle threats and those posing actual threats. The guide may be accessed at <http://www.ed.gov/admins/lead/safety/threatassessmentguide.pdf>
- ❑ Development of “Tips for Helping Students Recovering from Traumatic Events.” This brochure provides practical information for parents and students who are

coping with the aftermath of a natural disaster, as well as teachers, coaches, school administrators and others who are helping those affected. The brochure is accessible at <http://www.ed.gov/parents/academic/help/recovering/index.html>

- ❑ Meeting and communicating regularly with the chief law enforcement officials from the nation's largest school districts. The chiefs help provide ED with a better understanding of the problems they face regarding school crime and safety and to discuss possible solutions.
- ❑ Meeting and communicating regularly with School Safety Center directors from across the country. Following September 11, 2001, approximately 20 States developed school safety resource centers to provide support, training, and information to schools in their State on issues of school preparedness and safety. The Center directors routinely provide ED with valuable information regarding emerging issues related to school safety in their respective States.
- ❑ Collaboration with DHS. OSDFS works with DHS on several issues related to school emergency management planning, including the National Infrastructure Protection Plan (NIPP) and the National Response Framework (NRF). The NIPP is intended to integrate the multiple infrastructure protection initiatives within DHS into a single national effort. As part of this process, OSDFS is working to enhance school and higher education preparedness using the four phases of emergency management. The NRF is an all-hazards plan that incorporates NIMS and is used to coordinate Federal support to state, local, and tribal authorities, as well as the private sector, in the event of a domestic incident.
- ❑ Administering the REMS grant competition, which helps school districts improve and strengthen emergency management plans. Funds can be used to create, strengthen, or improve emergency management plans; train school personnel and students in emergency management; communicate emergency policies and procedures with parents; coordinate with local emergency responders including fire and police; develop written infectious disease plans; develop written food defense plans; purchase equipment; and coordinate with groups and organizations responsible for recovery issues, such as public health and mental health agencies. Since FY 2003, 717 grants have been awarded under this program.

OSDFS is pleased with the advances school districts have made in recent years in the area of emergency management. Emergency management planning may seem overwhelming. It takes time and effort, but is a manageable and worthwhile process that can result in invaluable savings to life and property, as well as aid in the restoration of the learning environment after a crisis.

Evaluation of REMS Projects

Evaluation is a powerful tool that supports program planning and an understanding of effective emergency management procedures. Therefore, applicants must propose to implement an evaluation of their efforts, using process and outcome performance measures that document the effectiveness of the project's strategies to improve and enhance emergency management plans.

It is important to remember that what constitutes success may differ from one project to another. In preparing the project design and evaluation plan, applicants are encouraged to develop performance measures that are based upon the specific goals and objectives of their individual project. The evaluation plan should include both qualitative and quantitative measures, as well as process measures. Applicants should also include a description of all evaluation instruments they intend to use. Examples of evaluation instruments include evaluation forms for training sessions, after-action reports from tabletop practice exercises, and process checklists.

Examples of possible quantitative objectives include:

- (1) Increase in the number of school staff trained in emergency management procedures;
- (2) Increase in the number of classrooms with emergency supplies; and
- (3) Improved response time to drills.

Examples of possible qualitative objectives include:

- (1) Improved partnerships between community partners and the school district;
- (2) Increased parent awareness of school emergency management procedures;
- (3) Increased ability to restore the learning environment after a crisis; and
- (4) Improved quality of response to tabletop exercises and drills

Examples of specific activities that may support project objectives include:

- (1) Purchasing and distributing "Go Kits";
- (2) Conducting training for staff on the emergency management plan;
- (3) Conducting vulnerability assessments;
- (4) Implementing lock-down and shelter-in-place drills at each school; and
- (5) Establishing emergency management teams using the NIMS Incident Command System (ICS) model.

Related process measures would include:

- (1) Purchase and distribute X# of safety supplies or "Go Kits" for schools;
- (2) Number, type, and relevance of training sessions held;
- (3) Number of vulnerability assessments conducted;
- (4) Number and types of drills or exercises conducted; and
- (5) Regularity and outcomes of emergency management team meetings and planning sessions.

Process objectives may have some additional qualitative or quantitative information associated with them. For example, the number and types of training sessions may also have related information regarding perceptions of the training (qualitative data) and the effectiveness of the training when tested using a practice drill (quantitative data).

Grantees may also be expected to work with ED's REMS TA Center to collect key program information that will help assess the extent to which projects supported under this grant competition are meeting their goals and objectives. ED may use the data or products from these projects to help identify and disseminate effective emergency management strategies to other LEAs.

Funding Priority

Under 34 CFR 75.105(c)(3), we consider only applications that meet the absolute priority established for this competition. Contingent upon the availability of funds, we may make additional awards in fiscal year 2010 and subsequent years from the list of unfunded applications from this competition.

Absolute Priority

LEA Projects Designed to Develop and Enhance Local Emergency Management Capacity.

We give an absolute preference to applications that meet the following priority, and fund under this competition only those applications that meet the following absolute priority: LEA projects designed to create, strengthen, or improve emergency management plans at the LEA and school-building levels and build the capacity of LEA staff so that the LEA can continue the implementation of key emergency management functions after the period of Federal funding. Projects must include a plan to create, strengthen, or improve plans at the LEA and school-building levels and within the framework of the four phases of emergency management – Prevention-Mitigation, Preparedness, Response, and Recovery. Projects must also include: (1) Training for school personnel in emergency management procedures; (2) coordination, and the use of partnerships, with local law enforcement, public safety or emergency management, public health, mental health agencies, and local government to assist in the development of emergency management plans at the LEA and school-building levels; (3) a plan to sustain the local partnerships after the period of Federal assistance; (4) a plan for communicating school emergency management policies and reunification procedures for parents and guardians and their children following an emergency; and (5) a written plan for improving LEA capacity to sustain the emergency management process through ongoing training of personnel and the continual review of policies and procedures.

Competitive Preference Priority

Competitive Preference Priority for LEAs That Have Not Previously Received a Grant Under the REMS Program (CFDA 84.184E).

Under this priority, ED gives a 5-point competitive preference to applications from LEAs that have not previously received a grant under this program (CFDA 84.184E). Applicants, including ESAs, that have received funding under this program directly, or as the lead agency or as a partner in a consortium application under this program, will not meet this priority. Under a consortium application, all members of the LEA consortium must meet this criterion to meet this priority.

Requesting Competitive Preference

The FY 2010 REMS grant program is including a competitive preference priority for those applicants that have not previously received a grant under this program, either as a direct applicant or as a partner on a consortium project funded under this program (CFDA 84.184E). Lists of former recipients of this grant may be found at <http://www.ed.gov/programs/dvpemergencyresponse/awards.html>.

Applicants that qualify for the competitive preference priority must submit an assurance specifying that the LEA qualifies for the competitive preference priority. If the LEA is applying as a consortium, all LEAs to be served by the grant should be listed on the request for competitive preference. **The request must be signed by the Authorized Representative for the grant.**

Applicants may choose to complete the sample Competitive Preference Priority Qualification Assurance form found on page 99.

Requirements

In order to receive funding, projects must be an eligible applicant and meet the above absolute priority, in addition to the following application requirements.

1. **Partner Agreements.** To be considered for a grant award, an applicant **must** include in its application an agreement that details the participation of the LEA and the following five **community-based** partners: the law enforcement agency, public safety or emergency management agency, public health agency, mental health agency, and the head of the local government (for example the mayor, city manager, or county executive.) The agreement must include a description of each partner's roles and responsibilities in improving and strengthening emergency management plans at the LEA and school-building levels, a description of each partner's commitment to the continuation and continuous improvement of emergency management plans at the LEA and school-building levels, and the signature of an authorized representative of the LEA and each partner acknowledging the agreement. For consortium applications, each LEA to be served by the grant must

submit a complete set of partner agreements with the signature of an authorized representative of the LEA and each corresponding partner acknowledging the agreement.

If one or more of the five partners listed in this requirement is not present in the applicant's community, or cannot feasibly participate, the agreement must explain the absence of each missing partner. To be considered eligible for funding, however, an application must include a signed agreement between the **LEA, a law enforcement partner, and at least one of the other required partners** (public safety or emergency management, public health, mental health, or head of local government).

Applications that fail to include the required partner agreement, including information on partners' roles and responsibilities and on their commitment to continuation and continuous improvement (with signatures and explanations for missing signatures as specified above), will **not be read**.

Although this program requires partnerships with other parties, administrative direction and fiscal control for the project must remain with the lead LEA for the project.

2. **Coordination with State or Local Homeland Security Plan.** All emergency management plans receiving funding under this program must be coordinated with the Homeland Security Plan of the State or locality in which the LEA is located. To ensure that emergency services are coordinated, and to avoid duplication of effort within States and localities, applicants must include in their applications an assurance that the LEA will coordinate with and follow the requirements of their State or local Homeland Security Plan for emergency services and initiatives.
3. **Infectious Disease Plan.** Applicants must agree to develop a written plan designed to prepare the LEA for a possible infectious disease outbreak, such as pandemic influenza. Plans must address the four phases of emergency management – Prevention-Mitigation, Preparedness, Response, and Recovery – and should include a plan for disease surveillance (systematic collection and analysis of data that lead to action being taken to prevent and control a disease), school closure decision-making, business continuity (processes and procedures established to ensure that essential functions can continue during and after a disaster), and continuation of educational services.

Additional information about pandemic influenza preparedness for schools can be found at www.ed.gov/admins/lead/safety/emergencyplan/pandemic/index.html and www.pandemicflu.gov/plan/school/index.html.

4. **Food Defense Plan.** Applicants must agree to develop a written food defense plan that includes the four phases of emergency management – Prevention-Mitigation, Preparedness, Response, and Recovery – and is designed to safeguard the LEA's

food supply, including all food storage and preparation facilities and delivery areas within the LEA.

5. **Individuals with Disabilities.** Applicants must agree to develop plans that take into consideration the communication, transportation, and evacuation needs of individuals with disabilities within schools in the LEA.
6. **National Incident Management System (NIMS).** Applicants must agree to implement their grant in a manner consistent with the implementation of the NIMS in their communities. Applicants must include in their applications an assurance that they have met, or will complete, all current NIMS requirements by the end of the grant period. Additional information about the FY 2009 NIMS requirements for local governments can be found at http://www.fema.gov/pdf/emergency/nims/FY2009_NIMS_Implementation_Chart.pdf

Note: An LEA's NIMS compliance must be achieved in close coordination with the local government and with recognition of the first responder capabilities held by the LEA and the local government. As LEAs are not traditional response organizations, first responder services will typically be provided to LEAs by local fire and rescue departments, emergency medical service providers, and law enforcement agencies. This traditional relationship must be acknowledged in achieving NIMS compliance in an integrated NIMS compliance plan for the local government and the LEA. LEA participation in the NIMS preparedness program of the local government is essential to ensure that first responder services are delivered to schools in a timely and effective manner. Additional information about NIMS implementation is available at www.fema.gov/emergency/nims.

Additional Requirements

Participation by Private School Students and Teachers. LEAs are required to provide for the equitable participation of private school students, their teachers, and other educational personnel in private schools located in areas served by the grant recipient. In order to ensure that grant program activities address the needs of private school students, the LEA must engage in timely and meaningful consultation with private school officials during the design and development of the program. This consultation must take place before any decision is made that affects the opportunities of eligible private school students, teachers, and other educational personnel to participate.

In order to ensure equitable participation of private school students, teachers, and other educational personnel, an LEA must consult with private school officials on emergency management issues such as: hazards/vulnerabilities unique to private schools in the LEA's service area, training needs, and existing emergency management plans and crisis response resources already available at private schools.

Maintenance of Effort. LEAs may receive a grant only if the state educational agency finds that the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year were not less than 90 percent of the combined effort or aggregate expenditures for the second preceding fiscal year.

Reporting. Successful applicants are required to evaluate the effectiveness and outcomes of the activities funded under their grant and to submit an interim and final report documenting the effectiveness of the programs and activities funded under their grant.

Selection Criteria

The following selection criteria will be used to evaluate applications for grants under this competition. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100. **Note:** The criteria contain weighted subcriteria. Applicants must address each subcriterion to qualify for the maximum number of points for each criteria. The maximum score for each criterion is indicated in parentheses.

1) Need for project. (10 points)

In determining the need for the proposed project, the following factor is considered:

- a. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (10 points)

*Note: Under this criterion, reviewers will look for a **clear and convincing demonstration of significant need** to create, strengthen, or improve emergency management plans at the LEA and school-building levels, such as an explanation of hazards and vulnerabilities within the district.*

2) Quality of the project design. (40 points)

In determining the quality of the design of the proposed project, the following factors are considered:

- a. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (15 points)

*Note: Under this criterion, reviewers will look for the applicant's understanding and incorporation of the **four phases of emergency management** – Prevention-Mitigation, Preparedness, Response, and Recovery – to create, strengthen and improve emergency management plans and procedures at the LEA and school-building levels. Applicants should also include details about their plan to develop a **written infectious disease plan** and to develop or revise a **written food defense plan**.*

- b. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (10 points)

*Note: Under this criterion, reviewers will look for the applicant's intent to develop a plan that takes into consideration the **specific needs of each individual school**. Applicants should describe how each school will develop an emergency management plan and program that is customized based upon its particular vulnerabilities and student population. Applicants should also discuss how they will **address the needs of individuals with disabilities in their emergency***

management plans and their plan for communicating school emergency management policies and reunification procedures to parents/guardians. Applicants should also explain how the needs of private schools are included in proposed grant activities.

- c. The extent to which the proposed activities constitute a coherent, sustained program of training in the field. (15 points)

*Note: Under this criterion, reviewers will look for the applicant's plan to provide relevant **training and exercises to school staff, emergency management teams, and students and the project's contribution to increasing local capacity to sustain the training program.***

NOTE: ED expects that applicants will propose comprehensive project designs that do not rely heavily on equipment and technology purchases.

3) Adequacy of Resources (30 points)

In determining the adequacy of resources for the proposed project, the following factors are considered:

- a. The extent to which the budget is adequate to support the proposed project. (15 points)

*Note: Under this criterion, reviewers will look for the applicant's proposed budget and plan to use grant **funds to develop and support sustainable emergency management efforts.** Applicants are encouraged to focus budget expenditures on sustainable emergency management activities such as staff professional development, train-the-trainer activities, and other efforts designed to institutionalize the emergency management process.*

- b. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (15 points)

*Note: Under this criterion, reviewers will look at the quality of the applicant's **planned coordination and collaboration with community partners and their commitment to the continuous improvement of emergency management plans.** Reviewers will also look for the applicant's description of how their project is **coordinated with their State or local Homeland Security Plan** and how they plan to support **implementation of the National Incident Management System.***

4) Quality of the management plan. (5 points)

In determining the quality of the management plan, the following factor is considered:

- a. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities,

timelines, and milestones for accomplishing project tasks. (15 points)

*Note: Under this criterion, reviewers will look for the applicant's plan to **manage the development and implementation of emergency management plans** at all schools covered by the project. Applicants should include a detailed project implementation timeline in this section, taking into consideration any additional time that may be needed for relevant procurement procedures.*

5) Quality of the project evaluation. (15 points)

In determining the quality of the evaluation, the following factor is considered:

- a. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (15 points)

*Note: Under this criterion, reviewers will look for a description of the evaluation plan that includes methods to be used to evaluate the outcomes and effectiveness of the project, including the applicant's plan to address the **Government Performance and Results Act (GPRA) measure** established for this program. Reviewers will also look for clearly identified project-specific objectives designed to evaluate the proposed project.*

Frequently Asked Questions

Note: FAQs that have been updated since FY 2009 are identified with an asterisk (*).

General (Page 43)

- ❑ What steps can an applicant take to maximize the chances of receiving a grant?*
- ❑ How much money is available for this program? *
- ❑ How many new awards will be made? *
- ❑ For the GEPA 427 statement (see page 91), is it adequate to state that the organization does not discriminate on the basis of race, religion, sex, etc.?
- ❑ What should applicants use as the project start date? *
- ❑ What is the project and budget period for these grants? *
- ❑ What is the deadline date for transmittal of applications under this grant competition? *
- ❑ May applicants get an extension of the deadline date?
- ❑ Do applicants need to include the address for responses in the letter to the State Single Point of Contact?
- ❑ What is required from an applicant whose State Single Point of Contact indicates that they are not reviewing applications for this grant competition?
- ❑ By what date do applicants have to submit their application to their State Single Point of Contact, if participating?
- ❑ What are the formatting recommendations for applications submitted under this grant competition?
- ❑ Can charts and tables included in the application narrative be single-spaced?
- ❑ Who do applicants contact for more information about this grant competition?

Eligibility (Page 45)

- ❑ Who is eligible to apply?
- ❑ If a REMS grantee is operating under a no-cost extension, is the district eligible to re-apply? *
- ❑ Are ESAs with active REMS grants eligible to apply for REMS funding in FY 2010?
- ❑ Are LEAs that have previously received funding under this program eligible to re-apply in FY 2010?
- ❑ May private schools apply?
- ❑ May institutions of higher education apply?
- ❑ May LEAs apply as a consortium of districts (i.e., collaborative, BOCES, etc.)?
- ❑ If a LEA received services under a previous ERCM/REMS grant, is that district eligible for the Competitive Preference Priority under the FY 2010 REMS competition?
- ❑ Is an ESA who has previously received an ERCM/REMS grant eligible for the Competitive Preference Priority?
- ❑ Is a consortium application serving multiple school districts given greater merit than an application serving an individual LEA?

Grant Writing and Procurement Questions (Page 46)

- ❑ What steps should the applicant's Authorized Representative take before signing a grant application?
- ❑ Grant writers have offered an assurance that they will handle everything if an applicant is awarded a grant and that the grant will not pose any additional burden on existing LEA staff. What are the responsibilities of an LEA if awarded a grant?
- ❑ Will applications prepared by a grant writer have an advantage?
- ❑ Do applicants have to obtain bids for services under this grant? *
- ❑ May grantees use small purchase procedures to secure good or services under the grant?
- ❑ The requirements in EDGAR Section 80.36 state that grantees must have written protest procedures for procurements. What does this mean?

Program-Specific Content Questions (Page 48)

- ❑ What must applicants do to prove that they plan to coordinate with local government, law enforcement, public safety or emergency management, public health and mental health agencies?
- ❑ May applicants coordinate with more than five partners?
- ❑ What is meant by "law enforcement," "public safety," "emergency management," "public health," "mental health," and "head of local government"?
- ❑ Do consortium applicants need to submit partner agreements for each LEA included on the project? *
- ❑ What are some reasons that an applicant may be ruled ineligible for failing to provide the proper partner agreements?
- ❑ How do applicants demonstrate "coordination" with State or local Homeland Security Plans?
- ❑ Will a Memorandum of Understanding (MOU) with one of the community partners suffice as a partner agreement?
- ❑ Can previous ERCM/REMS applicants re-use the partner agreements submitted with previous applications?
- ❑ What is the National Incident Management System (NIMS)?
- ❑ How do applicants demonstrate support for the implementation of NIMS?
- ❑ The FY 2009 NIMS requirements stipulate completion of several preparedness training courses. How do schools access those courses and who is required to complete them to demonstrate compliance?
- ❑ How should grantees use the required NIMS courses to meet the Government Performance and Results Act (GPRA) measure established for this program? *
- ❑ Are applicants required to use an outside evaluator or may the Project Director also serve as the Evaluator? *
- ❑ Is there a recommended percentage of the grant to be dedicated to the evaluator?
- ❑ May applicants hire an outside contractor or consultant to assist in implementation of the REMS project? *

- ❑ Can applicants contract out the management of the grant or hire a contractor to serve as the Project Director? *
- ❑ What kinds of tasks could applicants consider using contractors or consultants to assist with on the project? *
- ❑ What is a vulnerability assessment?
- ❑ What does mitigation mean?
- ❑ Are prevention programs (i.e., bullying prevention, suicide prevention, violence prevention, etc.) allowable under the REMS grant program?
- ❑ May ED share a copy of an LEA's application with the public?
- ❑ Are copies of successful ERCM/REMS grant applications available from prior years? *
- ❑ Is guidance available for incorporating the needs of students and staff with disabilities into a school or district's emergency management efforts?
- ❑ Is guidance available for incorporating pandemic influenza plans into a school or district's emergency management plan? *
- ❑ Is guidance available for incorporating food defense plans into a school or district's emergency management plan? *
- ❑ Should parents and guardians be involved in creating the REMS application?
- ❑ How much detail should applicants include about project evaluation in the application? *

Program-Specific Budget Questions (Page 59)

- ❑ What is the average amount of each grant? *
- ❑ How should applicants count the number of school facilities in the district?
- ❑ What is the project and budget period for these grants? *
- ❑ How does ED differentiate between supplies and equipment?
- ❑ If a proposed budget is too high, will ED work with the applicant to reduce the budget, or will the application be dismissed?
- ❑ Is there a recommended salary for REMS Project Directors or Coordinators?
- ❑ Should applicants budget for private schools?
- ❑ Is there a matching requirement?
- ❑ What is an indirect cost rate?
- ❑ How do applicants obtain a negotiated, unrestricted indirect cost rate?
- ❑ How do applicants calculate the indirect cost amount? *
- ❑ Who in an organization may be able to provide information about an applicant's negotiated, restricted indirect cost rate?
- ❑ May grant funds be used for professional development workshops for teachers and other educators?
- ❑ May districts use grant funds to hire program coordinators?
- ❑ May funds be used to hire safety personnel, a school nurse, mental health professionals, etc.? *
- ❑ May grant funds be used to support family and community preparedness efforts?
- ❑ Many first responders will provide services to districts under this grant. Can first responders working with schools be reimbursed for this work?
- ❑ May districts use grant funds to buy safety and security equipment?

- ❑ Are funds to hire a NIMS trainer allowable?
- ❑ How much detail should be included in the budget narrative?
- ❑ What guidance is available on developing a budget narrative?
- ❑ Are there certain items that cannot be purchased with these funds?

Electronic Application (Page 63)

- ❑ Do applications have to be submitted electronically?
- ❑ How do applicants submit electronic applications? *
- ❑ How do applicants register to submit electronically? *
- ❑ If submitting the application electronically, how should applicants submit the Partner Agreements, Program-Specific Assurance, Competitive Preference, and other forms with signatures?
- ❑ If I submit my application electronically, are there any compatibility restrictions, especially if I use Microsoft Vista? *
- ❑ If I submit electronically, are there any restrictions on the file name length or size of the document? *
- ❑ Since the e-Grants Web site will be unavailable from February 10-15, 2010, will the application submission deadline be extended? *

Additional FAQs may be viewed at <http://rem.ed.gov>.

General

What steps can applicants take to maximize the chances of receiving a grant? *

- ☐ Before preparing the application, read the application package carefully and completely.
- ☐ Follow all of the instructions exactly.
- ☐ If uncertain about any aspects of this application package, please first review the Frequently Asked Questions section. Most commonly asked questions are answered in this section. If a question is not addressed, please contact the competition manager (Sara Strizzi, sara.strizzi@ed.gov) for clarification.
- ☐ Absolute priorities establish the parameters for applications under a grant competition. If the application does not meet the absolute priority or the additional requirements for this grant competition (see pages 31-35), it will not be considered for funding.
- ☐ A panel of three persons with experience in emergency management, school safety, mental health, child trauma, evaluation, and/or other related fields will review applications. Be sure to organize the application clearly, provide information in a comprehensive manner, and respond to each selection criterion (in particular the Notes that accompany the criterion) thoroughly. Reviewers are not permitted to give applicants “the benefit of the doubt,” therefore, if information is not in the application, reviewers cannot award points for it.
- ☐ Be sure that the application includes a budget request (ED Form 524) and a complete budget narrative justification.
- ☐ Transmit the application on or before the deadline date of February 26, 2010.

How much money is available for this program? *

Approximately \$29 million is expected to be available for these grants in FY 2010.

How many new awards will be made? *

Approximately 96 new grant awards are anticipated under this program in FY 2010.

For the GEPA 427 statement (see page 91), is it adequate to state that the organization does not discriminate on the basis of race, religion, sex, etc.?

No. An organization’s non-discrimination statement is not sufficient to meet the GEPA requirements. A GEPA statement should outline an entity’s potential barriers and solutions to equal access, specific to the proposed project.

What should applicants use as the project start date? *

The start date for successful projects may have to be flexible, depending on when funds can be awarded. We expect that grants will be awarded in late June, so please plan for a date soon thereafter. For planning purposes, ED recommends using the following project period: August 1, 2010 – July 31, 2012.

What is the project and budget period for these grants? *

The project and budget period for REMS grants is up to 24 months. Budgets should be developed for a single budget period of up to 24 months. Total budget amounts

requested for each budget category should be listed in a single column [Project Year 1 (a)] on the ED 524 Form.

What is the deadline date for transmittal of applications under this grant competition? *

The deadline for transmittal is February 26, 2010.

May I get an extension of the deadline date?

Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in Section 1 of this application package. Under very extraordinary circumstances ED may change the closing date for a grant competition. When this occurs, the Secretary announces such a change in a notice published in the *Federal Register*.

Do applicants need to include the address for responses in the letter to the State Single Point of Contact?

Yes. Applicants should direct them to send comments to the following address: The Secretary, EO 12372-CFDA #84.184E, U.S. Department of Education, room 7W301, 400 Maryland Avenue, SW, Washington, DC 20202.

What is required from an applicant whose State Single Point of Contact indicates that they are not reviewing applications for this grant competition?

Applicants should include a copy of such a response from the State Single Point of Contact in their application package submitted to ED and check the appropriate line on the SF 424 form.

By what date do applicants have to submit their application to their State Single Point of Contact, if participating?

Applicants must submit their application to the State Single Point of Contact by the deadline date for transmitting their application to ED.

What are the formatting recommendations for applications submitted under this grant competition?

Narratives should be no more than 25 double-spaced pages with 1-inch margins. Font size of text should be no smaller than 11-point type. Smaller font sizes are allowable, within reason, in charts or tables.

Can charts and tables included in the application narrative be single-spaced?

Yes. Charts and tables can be single-spaced provided they are legible.

Who do applicants contact for more information about this grant competition?

For more information, applicants should contact Sara Strizzi, Management and Program Analyst, U.S. Department of Education, Office of Safe and Drug-Free Schools, phone: (303) 346-0924 or email: sara.strizzi@ed.gov.

Eligibility

Who is eligible to apply?

Only LEAs that do not have an active REMS grant are eligible to apply. A grant is considered active until the end of the grant's project or funding period, including any no-cost extension periods. For applications from a consortium of school districts, each district must meet the eligibility requirement (i.e., none of the consortium districts may be included in another active REMS grant).

If a REMS grantee is operating under a no-cost extension, is the district eligible to re-apply? *

In order to be eligible for funding, the grant project period must end prior to the deadline for transmittal of applications for this competition, or before February 26, 2010.

Are ESAs with active REMS grants eligible to apply for REMS funding in FY 2010?

No. The December 4, 2006 Notice of Final Eligibility requirement for the Office of Safe and Drug-Free Schools limits eligibility under the discretionary grant competition to applicants that do not currently have an active grant under the same discretionary grant program. This action was taken to ensure equitable distribution of awards among eligible applicants for grants under OSDFS discretionary grant programs and also to ensure that successful grantees have an opportunity to focus their efforts on completing a current project and to use information and results from that current project in designing future projects. An ESA with an active REMS grant (CFDA 84.184E) holds "grantee" status for that grant award and thus they are not eligible to apply.

LEAs (either singly or in a consortium) that are served by an ESA that is not eligible to apply may submit an application, provided that the LEA, or the LEAs in the consortium, do not have a current grant or are not receiving services under a current grant. ESAs may support and assist an LEA or a consortium of LEAs in developing and submitting an application under this program, and may also participate in implementing the project if a grant is received.

Are LEAs that have previously received funding under this program eligible to re-apply in FY 2010?

Yes, provided that the grant is not still active (i.e., the project period has ended). Prior recipients of ERCM/REMS funding, including ESAs, do not qualify for the FY 2010 Competitive Preference Priority, however.

May private schools apply?

No. Only LEAs may apply for funding. However, all LEAs are required to provide for the equitable participation of private school students and their teachers in REMS projects supported with grant funds. (See requirement on Participation by Private School Children and Teachers on page 34.)

May institutions of higher education apply?

No. Only LEAs may apply for funding under the REMS competition (CFDA 184.84E). OSDFS administers another similar grant program to support emergency management programming for institutions of higher education. This program is known as the Emergency Management for Higher Education (EMHE) grant competition. For information on the EMHE grant program please visit www.ed.gov/programs/emergencyhighed/applicant.html, or you may email the EMHE Competition Manager, Tara Hill at: tara.hill@ed.gov.

May LEAs apply as a consortium of districts (i.e., collaborative, BOCES, etc.)?

Yes. However, none of the LEAs can have an active REMS grant and only one LEA may serve as the fiscal agent and administrative lead. The lead LEA is responsible for the administration of all grant activities, including the development of customized plans at the individual school building level. Plans that involve multiple districts need to include a management plan that is strong enough to support a multi-district project.

Consortium applicants that are requesting a competitive preference will only qualify for the preference provided that none of the districts to be served by the grant, including ESAs, have previously received funding under an ERCM/REMS grant.

If a LEA received services under a previous ERCM/REMS grant, is that district eligible for the Competitive Preference Priority under the FY 2010 REMS competition?

No. Recipients of services under prior ERCM/REMS grants are not eligible to receive points under the Competitive Preference Priority.

Is an ESA who has previously received an ERCM/REMS grant eligible for the Competitive Preference Priority?

No. ESAs that have previously received funding under this program do not qualify for the Competitive Preference Priority even if they are proposing a project to serve a different group of LEAs than was served by the prior ERCM/REMS grant.

Is a consortium application serving multiple school districts given greater merit than an application serving an individual LEA?

No. Each application is reviewed and scored on its own merit, regardless of whether it is an application from a consortium, or from an individual LEA.

Grant Writing and Procurement Questions

What steps should the applicant's Authorized Representative take before signing a grant application?

The standard form that serves as a cover sheet for grant applications includes a certification statement that accompanies the authorized representative's signature. That certification indicates that the authorized representative's signature means that the information provided in the grant application is true and complete, to the best of the authorized representative's knowledge, and that any false, fictitious, or fraudulent

statements or claims may subject the authorized representative to administrative, civil, or criminal penalties.

As a result, an authorized representative should carefully review a grant application before signing in order to ensure that all of the information contained in the application package is correct. Additionally, an authorized representative should be sure that the application describes a project that has the organization's support and reflects an approach that the organization is committed to implementing if the project were to receive funding.

Grant writers have offered an assurance that they will handle everything if an applicant is awarded a grant and that the grant will not pose any additional burden on existing LEA staff. What are the responsibilities of an LEA if awarded a grant?

Generally, ED will look to the organization receiving the grant to be accountable for its overall implementation and operation. A grantee will need to provide a point of contact for the grant (usually the project director), and that individual will need to be able to represent the recipient organization's perspective. The grantee will also have to report on the project's progress, including providing data for the Government Performance and Results Act measure, and be accountable for operating the grant within the context of appropriate internal and fiscal controls. ED may consider the performance of grantees that fail to provide required reports, or provide reports that aren't of acceptable quality in making decisions about the award of future grants.

Most grant programs provide funding to cover the cost of staff time needed to effectively implement the grant, so applicants don't need to plan to implement grant activities with existing staff. Generally, OSDFS grants are designed to help an organization improve its capacity in a specific area. We know that strong and effective implementation of a grant-supported project will likely require a strong commitment to success from the organization's leadership if the project is to meet its full potential.

Will applications prepared by a grant writer have an advantage?

Peer reviewers aren't provided with any information about who prepared a grant application; their job is to review and score each application according to the selection criteria announced for the competition.

Generally, in our experience, the most successful grant projects are those that are tailored to meet the needs and capacity of the recipient organization, and have the support of the applicant organization and its staff. Grant writers can help organizations get their vision for a project down on paper, and assist applicants in understanding and meeting grant requirements, but it is often more challenging for a project developed by a grant writer in isolation from the applicant to reflect the organization's needs and garner support for strong implementation.

Do applicants have to obtain bids for services under this grant? *

Generally, all procurement transactions must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education

Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement standards which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and standards outlined in Section 80.36. (EDGAR is available online at www.ed.gov/policy/fund/reg/edgarReg/edgar.html; see Section 80.36 for details about procurement standards.)

Additional guidance on procurements using REMS grant funds may be accessed at <http://www.ed.gov/programs/dvpemergencyresponse/factsheet08.html>.

Because grantees must use appropriate procurement procedures to select contractors, applicants **should not** include information in their grant applications about specific contractors or vendor-based products that will be used for the proposed project.

May grantees use small purchase procedures to secure goods or services under the grant?

The Federal requirements for procurement permit the use of small purchase procedures to secure services, supplies, or other property that do not exceed the Federal simplified acquisition threshold currently set at \$100,000. If State or local procurement procedures establish a lower threshold for small purchases, grantees should use the lower threshold. If State or local procedures establish a higher threshold for the use of small purchase procedures, the grantee should use the Federal threshold of \$100,000.

If small purchase procedures are used, typically, price or rate quotations are obtained from an adequate number of qualified sources. ED encourages grantees to consult with the district's business office regarding questions concerning procurement requirements and thresholds.

The requirements in EDGAR Section 80.36 state that grantees must have written protest procedures for procurements. What does this mean?

Grantees are responsible, in accordance with good administrative practice and sound judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. As such, grantees are required to have protest procedures in place to handle and resolve disputes relating to their procurements and may be required to provide these procedures to ED, upon request.

Program-Specific Content Questions

What must applicants do to prove that they plan to coordinate with local government, law enforcement, public safety or emergency management agency, public health and mental health agencies?

This grant competition is for LEA projects to review and strengthen emergency management plans, including training school personnel and students in emergency management procedures and coordinating with the local community-based law enforcement, public safety or emergency management agency, public health, and

mental health agencies, as well as local government. The absolute priority for this competition requires that applicants collaborate with these partners to review and strengthen their plans. Applicants that do not provide signatures of at least two of these partners (one of which must be local law enforcement), along with descriptions of each partner's roles and responsibilities in the strengthening and improving of plans, will not be read.

It is important to ensure that necessary partners are familiar with schools, facilities, and students before an event occurs. To fully meet this requirement, applicants must include partner agreements that detail not only partners' names, but also specific examples of the roles and responsibilities each partner will have in strengthening and improving LEA and school-building level emergency management plans. This collaboration and coordination will ensure that emergency management plans are customized to address local risks and hazards, taking local resources, assets, and response times into consideration, and will prevent duplication of effort.

Therefore, ED requires applicants to work with local partners, drawing on their knowledge and expertise as they review and revise school-based emergency management plans and procedures, and then provide them with a copy of the final plan. We understand that not all applicants may, for specific reasons, be able to include all of these partners in their application submission. ***An application is eligible if only two signatures from the list of partners are included; however, one of the partners must be the local law enforcement agency.*** Applicants must provide explanations when fewer than all five signatures are submitted. We strongly encourage participation and coordination of all these partners, for the safety of students and the successful implementation of school emergency management plans. Applicants are encouraged to use the Partner Agreements form provided in this application package on pages 101-106 to obtain the signatures and details of the roles and responsibilities.

NOTE: For consortium applications, each LEA to be served by the grant must submit a complete set of partner agreements with appropriate signatures from their own Authorized Representative and the five community partners noted above.

May applicants coordinate with more than five partners?

Yes. ED only requires that applicants demonstrate (with signatures and descriptions of roles and responsibilities) coordination with at least two of the partners in the list noted above, but, if an applicant would like to coordinate with others beyond the required five partners (i.e., public works or transportation departments), they are welcome to do so.

What is meant by “law enforcement,” “public safety” “emergency management agency,” “public health,” “mental health,” and “head of local government”?

These labels may mean different things in different communities. The most relevant “law enforcement” partner for one community plan may be the local sheriff's office or the police chief. “Public safety” may be the local fire department or a community-based emergency medical services entity. “Emergency management agency” may include a

local homeland security office, local emergency planning committee (LEPC), or other related agency. “Public health” may be the community public health organization that serves a district. “Mental health” may be the local agency that provides mental health services to children. “Head of local government” may be the mayor, the county executive, the city manager, or the head of the town council. While different localities have different names for these entities and individuals, what is important is that applicants include the relevant high-level community-based representatives in the strengthening and improving of the plan, so that they are familiar with local schools and students *before* an emergency occurs.

Do consortium applicants need to submit partner agreements for each LEA included on the project? *

Yes. To ensure that all LEAs included in a consortium project establish strong community partnerships, the REMS program requires that each LEA to be served by a REMS grant provide signed partner agreements from each of the five community-based partners: law enforcement, public safety or emergency management, public health, mental health, and the head of the local government.

If one partner is serving multiple LEAs on a consortium application, the partner agreement should clearly indicate which LEAs are being served. In this case, a single partner agreement would be sufficient and each LEA would not need to submit separate agreements for that particular partner.

What are some reasons that an applicant may be ruled ineligible for failing to provide the proper partner agreements?

The REMS grant program requires applicants to submit signed partner agreements that detail the participation on the grant of the LEA and five community-based partners: law enforcement, public safety or emergency management, public health, mental health, and the head of the local government. If one or more of these five partners are not present in the LEA’s community, or cannot feasibly participate, applicants must explain the absence of this partner. To be considered eligible for funding, however, **at a minimum an application must include a signed agreement between the LEA, a law enforcement partner, and at least one of the other required partners.** Applications that fail to meet this minimum requirement will be ruled ineligible.

Other reasons why an application may be ruled ineligible for failing to provide proper partner agreements include:

- ☐ Submission of letters of support that do not clearly explain the specific role and responsibility of the partner
- ☐ Submission of partner agreements that include signatures but no clear description of each partner’s roles and responsibilities under the proposed REMS project
- ☐ Submission of previously established memorandums of understanding that are not directly related to the REMS grant
- ☐ Submission of meeting sign-in sheets as evidence of partner participation on the project

- ❑ Failure to submit a partner agreement from the local law enforcement agency
- ❑ Failure to provide an explanation for missing signatures from public safety or emergency management, public health, mental health, or the head of the local government

How do applicants demonstrate “coordination” with State or local Homeland Security Plans?

Applicants should consult with their State or local emergency management agency during the development of their application to ensure that efforts are coordinated and to avoid duplication of effort. Applicants do not need to obtain a formal approval from their State/local emergency management agency on their plan, nor do they need to see a copy of their State or local Homeland Security plan. However, they must indicate in their application how State/local and LEA emergency services and initiatives are coordinated. Applicants must also include a signed assurance with their application acknowledging such coordination.

Contact information for State Homeland Security agencies may be found at www.dhs.gov/xgovt/editorial_0291.shtm.

Will a Memorandum of Understanding (MOU) with one of the community partners suffice as a partner agreement?

No. The signed partner agreement must state each partner’s specific role and responsibility in carrying out the grant activities and improving project performance. The agreement must be written specifically for the proposed REMS project and should identify specific responsibilities in connection to the proposed project. A separate MOU from a previously established relationship will not meet the requirements.

Can previous ERCM/REMS applicants re-use the partner agreements submitted with previous applications?

No. All applicants must submit new partner agreements that detail partner roles and responsibilities for the proposed new project.

What is the National Incident Management System (NIMS)?

On February 28, 2003, the President issued Homeland Security Presidential Directive (HSPD)-5, which directs the Secretary of the Department of Homeland Security to develop and administer NIMS. The NIMS provides a consistent approach for Federal, State, and local governments to work together to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. Additional information on the NIMS may be found at www.fema.gov/emergency/nims/index.shtm.

How do applicants demonstrate support for the implementation of NIMS?

Since school districts are an integral part of local government, their implementation of NIMS should be achieved in close coordination with other components of the local government. School districts are not traditional response organizations; rather they are typically recipients of first responder services provided by fire and rescue, emergency medical, and law enforcement agencies. This traditional relationship should be

acknowledged in achieving NIMS compliance within an integrated local government plan for NIMS compliance. School district participation in their local government's NIMS preparedness program is essential to ensure that first responder services are delivered to schools in a timely and effective manner. Applicants must also include a signed assurance with their application stating that the LEA has met, or will complete, all NIMS requirements by the end of the grant period.

The FY 2009 NIMS requirements stipulate completion of several preparedness training courses. How do schools access those courses and who is required to complete them to demonstrate compliance? *

FY 2009 NIMS compliance activities for tribal and local jurisdictions include completion of up to six courses by key personnel (key personnel may vary by LEA): *IS-700: NIMS: An Introduction*, *IS-800: National Response Framework, An Introduction*, *IS-100: Introduction to Incident Command System* **OR** *IS-100.SC: Introduction to Incident Command System, for Schools*, *IS-200: ICS for Single Resources and Initial Action Incidents*, *ICS-300: Intermediate ICS*, and *ICS-400, Advanced ICS*. Each of these courses, with the exception of *ICS-300* and *ICS-400* which are classroom courses, are available online, free of charge through the Federal Emergency Management Agency's Emergency Management Institute at <http://training.fema.gov/>.

The following guidance is offered to help LEAs determine who should take each course:

- ❑ *IS-100 or IS-100.SC* should be completed by all personnel with a direct role in emergency preparedness, incident management, or response.
- ❑ *IS-700 NIMS: An Introduction* should be completed by all personnel with a direct role in emergency preparedness, incident management, or response.
- ❑ *IS-800 NRF* should be completed by emergency management personnel that assume a primary responsibility as the Incident Commander, member of the Command Staff, member of the General Staff, or member of another key emergency management team on the campus (such as a Branch, Division, Unit, or Strike Team.)
- ❑ *ICS-200* should be completed by emergency management personnel that assume a primary responsibility as the Incident Commander, member of the Command Staff, member of the General Staff, or member of another key emergency management team on the campus (such as a Branch, Division, Unit, or Strike Team.)

Command staff generally refers to any staff that serves in the role of incident commander, public information officer, safety officer, or liaison officer. General staff includes any staff that serves on the Operations, Planning, Logistics, or Finance/Administration branches of the Incident Command System.

In addition to the four required courses noted above, two additional courses are required for NIMS compliance:

- ❑ *ICS-300* is recommended for those school and/or district staff that are likely to *command and/or manage* incidents that occur at schools.
- ❑ *ICS-400 Advanced Incident Command System* is recommended for those school and/or district staff that are likely to *command and/or manage* incidents that occur at schools **and** that would likely be integrated into a more advanced ICS role (unified command and management) should it become necessary.
 - ICS-300 and ICS-400 *may* be appropriate for school and/or district staff typically obligated (required) to command and/or manage an incident in the absence of traditional emergency/incident response personnel – for example, the incident commander.
 - LEAs may wish to consult with their local emergency management agency to further identify which district staff will complete the required NIMS courses.
 - **NOTE:** ICS-300 and ICS-400 are not available online and must be taken through State, Tribal, and local emergency management training programs.

Additional guidance information about who should complete each course is available at http://rems.ed.gov/views/documents/NIMS_KeyPersonnelTraining.pdf.

Grantees are encouraged to use the NIMS Compliance Metrics document to track completion of NIMS requirements. The NIMS Compliance Metrics for local governments (i.e., school districts) may be accessed at http://www.fema.gov/pdf/emergency/nims/FY2009_NIMS_Implementation_Chart.pdf.

How should grantees use the required NIMS courses to meet the Government Performance and Results Act (GPRA) measure established for this program? *

The GPRA measure for the FY 2010 REMS grant program is:

The average number of NIMS course completions by key personnel at the start of the grant compared to the average number of NIMS course completions by key personnel at the end of the grant.

To respond to this measure, REMS grantees will need to establish a baseline of key personnel in the district to be trained on NIMS courses and the total number of NIMS course completions that each of those key personnel have completed at the start of the grant. Then, for the outcome, grantees would need to identify the number of course completions by those same key personnel at the end of the grant and calculate the increase.

The target for this GPRA measure is that each grantee will achieve an average increase of two course completions by the end of the grant. For example:

Baseline:

At the baseline, a grantee identifies five key personnel. As of the beginning of the grant, those five key personnel had completed the following number of NIMS courses:

Personnel	Number of NIMS Course Completions at the Beginning of the Grant
Staff 1	1
Staff 2	0
Staff 3	2
Staff 4	1
Staff 5	2
Average Course Completions	1.2 Course Completions

Outcome:

At the conclusion of the grant, the grantee would need to report on the increase in average course completions by those same key personnel.

Personnel	Number of NIMS Course Completions at the End of the Grant
Staff 1	3
Staff 2	2
Staff 3	4
Staff 4	3
Staff 5	4
Average Course Completions	3.2 Course Completions

Baseline (1.2) – Average (3.2) = 2

In this example, the grantee would have successfully met the target for the GPRA measure.

Are applicants required to use an outside evaluator or may the Project Director also serve as the Evaluator? *

Applicants are not required to use an outside evaluator. However, to ensure an unbiased and fair evaluation of the grant project, we recommend using an independent evaluator to evaluate the project. In some cases, LEAs may have a program evaluation office and staff that can evaluate the grant. Otherwise, LEAs may want to consider hiring an external evaluator and including funds in the project budget for this purpose.

ED would not expect that the same individual or organization that manages or completes some of the primary activities under the project (i.e., Project Director, consultant, etc.) would also be evaluating those activities, as that would not support an unbiased evaluation.

Determinations about the use of internal or external evaluators are made by the applicant and should take into consideration the scope of the program and complexity of the evaluation.

Is there a recommended percentage of the grant to be dedicated to the evaluator?

The amount budgeted for an evaluator will likely vary based upon the scope of the grant activities and the size and location of the school district. Applicants should ensure that the evaluator could commit sufficient time to capture data related to the GPRA measure and other relevant project-specific performance measures outlined in the application. Typically, evaluation expenses related to REMS grant activities do not exceed \$25,000.

May applicants hire an outside contractor or consultant to assist in implementation of the REMS project?

Yes. Applicants may hire outside contractors to assist in the implementation of project objectives. However, in order to ensure sustainability of effort, ED recommends use of contractors to help build capacity within the LEA, rather than to complete a majority of the project activities. For example, a good use of contractors would be to help establish protocols and provide training in conducting vulnerability assessments. This is in contrast to hiring a contractor to complete all vulnerability assessments on behalf of the LEA.

If funded, grantees are required to follow basic procurement guidelines outlined in section 80.36 of EDGAR available at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. The primary standard noted here is that "Grantees and sub grantees will use their own procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified in this section."

These standards, which should be reviewed in EDGAR, set forth basic guidelines for grantees that plan to award contracts under their grants. In very brief summary, these standards include, but are not limited to, ensuring that grantees: have an effective contract administration system in place; do not have any conflicts of interest between the contractors and the contract administrators; have a system for ensuring that duplicative services are not being procured; foster economical and efficient contracts; maintain thorough records of the contracts/procurements; have a system for managing disputes; have written selection procedures for procurements and related transactions; and ensure maximum free and open competition is used when announcing competitions.

In general, sole source awards (i.e., contracts awarded without a competitive bid process) are unallowable under EDGAR §80.36.

Can applicants contract out the management of the grant or hire a contractor to serve as the Project Director? *

No. As stated in EDGAR (§75.701) a grantee shall directly administer or supervise the administration of the project. Therefore, grantees are required to designate a Project Director within the LEA to manage the grant and cannot transfer this responsibility to an external party.

What kinds of tasks could applicants consider using contractors or consultants to assist with on the project? *

The Absolute Priority for the FY 2010 REMS grant competition includes building the capacity of the LEA to be able to continue the implementation an emergency management program, including continuation of key functions, such as planning, training and exercises, after the period of Federal financial assistance. ED's experience in reviewing REMS grantee program activities suggests that grantees whose projects do not focus on developing the capacity of LEA staff and first responders are likely to find it challenging to sustain their project activities and continue to meet the LEA's ongoing emergency management needs, which is a critical component of the absolute priority for this grant program.

Therefore, ED recommends that applicants consider the use of outside contractors or consultants to help build the LEA's knowledge and expertise in carrying out emergency management functions, rather than an approach in which the contractor or consultant is completing a significant portion of the grant on behalf of the LEA. For example, a contractor could provide training to district staff on how to complete a school vulnerability assessment which would then allow LEA staff to complete assessments of schools in the district on their own. This is in contrast to using a contractor or consultant to complete all of the school vulnerability assessments for the LEA. The former example would help to ensure that the knowledge imparted remains in the district after the period of Federal financial assistance concludes, while the latter example would serve as a one-time grant activity that the LEA may be unable to sustain.

It should be noted that the role of the Project Director may not be contracted out to an external party. For the purpose of accountability to the LEA and ED, the REMS program requires that all REMS Project Directors be direct employees of the applicant LEA.

What is a vulnerability assessment?

A vulnerability, or hazards, assessment is the process used to determine the kinds of hazards schools may encounter. It is important to study the district and the surrounding community to determine what might cause danger so that schools can be as prepared as possible. Working with law enforcement, public safety, emergency medical services, the department of transportation, emergency management, and other government agencies will be very helpful in assessing these vulnerabilities. For example, are schools located near a nuclear plant? Are schools located near railroad tracks, or major highways where crashes may occur and endanger students, or put them in harm's way? Is the local area prone to earthquakes or hurricanes? It is important to prepare for the kinds of emergencies or crises districts may encounter. It is important to prepare for social and emotional environments that may lead to emergencies, as well.

Additional information on conducting vulnerability assessments may be found at http://rems.ed.gov/views/documents/VA_Report_2008.pdf.

What does mitigation mean?

In this application and in ED's Guide on emergency planning, "mitigation" refers to taking action to eliminate or reduce the loss of life and property damage related to an emergency that cannot be prevented. For example, while school administrators and teachers cannot avoid an earthquake, they may be able to *mitigate* the impact of one on their school and students by securing bookcases so that they do not fall down, and training students and staff how to protect themselves during tremors. Another example is taking inventory of a school location to determine if it might be vulnerable to a threat from any nearby nuclear power plants, railroad tracks, or other potential hazards.

Are prevention programs (i.e., bullying prevention, suicide prevention, violence prevention, etc.) allowable under the REMS grant program?

No. Prevention programs are beyond the scope of this grant competition. While we recognize the importance of a comprehensive approach to violence prevention, those activities are not directly related to development of an effective emergency management plan. Requests for funds to implement a prevention program will not be allowed.

May ED share a copy of an LEA's application with the public?

Yes. The Freedom of Information Act (FOIA), enacted in 1966, provides that any person has the right to request access to federal agency records or information. All applications submitted for funding consideration under this grant competition are subject to the FOIA. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. Under FOIA Exemption 1, we are able to withhold any information needed to protect vulnerable security information from unauthorized or untimely disclosure. This may include information related to risks and vulnerabilities within the district or at particular schools. To read the text of the FOIA, visit http://www.justice.gov/oip/foia_updates/Vol_XVII_4/page2.htm.

Are copies of successful ERCM/REMS grant applications available from prior years? *

Yes. In order to obtain successful applications, applicants need to submit a FOIA request. FOIA requests often involve small fees for staff time and duplication services. After a FOIA request is submitted to ED, a cost estimate is provided before the material is delivered. Requestors have the option of canceling the request based on the cost estimate.

FOIA requests must be submitted to ED in writing. More information is available at <http://www.ed.gov/policy/gen/leg/foia/foiatoc.html>.

Please be aware that FOIA requests may take several weeks to process. If an applicant has specific questions about previous grant projects, they may want to

consider contacting the district directly. Lists of past ERCM/REMS grant recipients, organized by state or award year, may be accessed at <http://www.ed.gov/programs/dvpemergencyresponse/awards.html>

Is guidance available for incorporating the needs of students and staff with disabilities or special needs into a school or district's emergency management efforts?

Yes. OSDFS, along with REMS TA Center, has conducted a Webinar on this topic which may be accessed at http://rems.ed.gov/index.cfm?event=webinars_archives.

In addition, OSDFS and the REMS TA Center created a newsletter on this topic that can be viewed at http://rems.ed.gov/views/documents/Disability_NewsletterV2I1.pdf.

Is guidance available for incorporating pandemic influenza plans into a school or district's emergency management plan? *

Yes. ED has established a pandemic influenza Web site with several resources that provide useful information for schools on developing pandemic influenza plans, available at <http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/index.html>.

More information can also be found at

<http://pandemicflu.gov/professional/school/>

<http://rems.ed.gov/index.cfm?event=PandemicPreparedness4Schools>

http://rems.ed.gov/views/documents/PandemicFluNewsletter_072106.pdf and

http://rems.ed.gov/views/documents/LL_Vol4Issue1.pdf

Is guidance available for incorporating food defense plans into a school or district's emergency management plan? *

Yes. The U.S. Department of Agriculture (USDA) has developed several resources for schools related to food security and emergency management. These materials are available on the USDA's Web site at

http://healthymeals.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=3&tax_subject=265&topic_id=1289&level3_id=5223.

In addition, ED and the REMS TA Center, in collaboration with the USDA, have developed an advanced training presentation on food defense. The presentation may be accessed at

http://rems.ed.gov/views/documents/Training_NHMD09_FoodDefense.pdf.

Should parents and guardians be involved in creating the REMS application?

Though it is not required, applicants may consider reaching out to parents and guardians during the application process. Parents are key stakeholders in school emergency management efforts and it may be helpful to solicit their suggestions and feedback in the beginning. Including parents and guardians at this stage may help districts better understand parents' and guardians' particular needs or concerns regarding emergency management. This could enable the applicant to then address these concerns in their project plan. Previous grantees have worked with Parent

Teacher Organizations and/or Parent Teacher Associations and have even invited parents and guardians to serve on their district or school emergency management committees.

How much detail should applicants include about project evaluation in the application? *

Applicants should ensure that their evaluation plan clearly relates to the proposed grant activities and describes objectives and methods to be used in evaluating the implementation of the grant. Applicants should indicate their proposed plan for conducting an evaluation and for incorporating feedback into ongoing planning efforts.

Applicants are also required to address the GPRA that has been established for the FY 2010 REMS program. Grantees need to collect baseline and end of grant data on this measure. In addition, it is recommended that applicants identify measurable project-specific objectives that relate to grant activities and include these in the evaluation section of the grant application.

Applicants may view the REMS TA Center Web site at <http://rems.ed.gov> for more information on reporting requirements for grantees. On the Web site, the “Grantees” button will display a link to instructions for completing the reporting form required for the grant (ED 524B form).

Program-Specific Budget Questions

What is the average amount of each grant? *

Awards generally range from \$150,000 to \$600,000. It is estimated that a small-size LEA (with 1-20 facilities) will need up to \$150,000 for the 24-month period; a medium-size LEA (with between 21 and 75 facilities) will need a maximum of \$300,000 for the 24-month period; and a large-size LEA (with 76 or more facilities) will need a maximum of \$600,000 for the 24-month period.

Applicants may apply for less or more than the average range of these awards as stated above. These figures represent estimates and are not binding. Applicants requesting funds in excess of the recommended amounts will need to carefully justify their need for those funds.

How should applicants count the number of facilities in the district?

Facilities include schools, LEA administrative offices, transportation depots, central kitchens and food storage areas, and any other relevant building. When indicating whether an applicant is a small, medium or large district, please present a count of these facilities.

When counting school facilities, please count school sites, or campuses, but not individual structures. For example, if one school has two trailers and one permanent school building on its campus, please count that school as only one facility, not three.

What is the project and budget period for these grants? *

The REMS grant provides a 24-month project and budget period. For planning purposes, ED recommends using the following project period: August 1, 2010 – July 31, 2012.

How does ED differentiate between supplies and equipment?

If an item falls under \$5,000 per unit cost, then it is designated as a supply item according to the Federal guidelines. If an item costs \$5,000 or more per unit, it is considered to be equipment. Many States or LEAs use different dollar thresholds to define supply and equipment purchases. Applicants may elect to use the definitions that are used in their State or by their LEA, provided that the definitions include a dollar threshold equal to or lower than that provided by Federal guidelines.

If a proposed budget is too high, will ED work with the applicant to reduce the budget, or will the application be dismissed?

Suggested budget amounts are provided in the grant announcement. Applications will not be ruled ineligible if the requested budget amount is higher than ED estimates. It is most important that the requested budget is reasonable and adequately explained within the budget narrative and justified by the identified project needs.

Once applications have been submitted, ED staff will review proposed budgets to ensure that the amount requested is necessary, reasonable, and consistent with the scope of work for the proposed project. If a budget item is determined to be unreasonable, unnecessary, or outside the scope of the grant or if the item is unallowable according to the Office of Management and Budget's cost principles, the budget will be reduced accordingly.

Is there a recommended salary for REMS Project Directors or Coordinators?

No. The proposed salaries should be commensurate with the scope of the position, cost of living for the local area, and the experience required. Applicants may include funds for the Project Director and/or Coordinator positions in their budget and justification request. Applicants should work within their district to determine the appropriate salary for project staff under this project.

Should applicants budget for private schools?

Yes. Providing private schools with equitable access to grant activities and services is a REMS grant requirement. Therefore, applicants should budget for private schools in the area to be served by the grant. Applicants should engage in meaningful consultation with local private schools during the application process to determine what their specific needs may be, so that those needs can be accurately reflected in the project application and the requested project budget.

Is there a matching requirement for this competition?

No. The REMS grant does not include a matching requirement.

What is an indirect cost rate?

An indirect cost is an expense that projects incur that is necessary to implement the grant, but may be difficult to identify with the grant. For example, indirect costs may include money spent for heat, light, rent, telephone, security, accounting, and Internet use.

Grantees are not required to charge the grant for indirect costs. If grantees wish to charge indirect costs, they should use their **negotiated, unrestricted indirect cost rate** for this competition. Applicants must provide proof of the approved rate with the grant application.

For more information, visit <http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>.

How do applicants obtain a negotiated, unrestricted indirect cost rate?

Generally, negotiated indirect cost rates for LEAs are calculated by State Education Agencies. However, in some cases, they may be negotiated with a Federal government agency. If an applicant has not negotiated this rate in the past, please contact Katrina McDonald with the Department of Education's Indirect Cost Group at 202-377-3838 or Katrina.Mcdonald@ed.gov.

How do applicants calculate the indirect cost amount? *

Indirect costs may be calculated by multiplying the approved indirect cost rate by the base established in an LEA's indirect cost agreement. The most common base is modified total direct costs. Items that are excluded from total direct costs (to determine modified total direct costs) include:

- ☐ Costs for contractual services that exceed \$25,000 per contract, regardless of the period covered by the contract.
- ☐ Costs for "Equipment" expenditures (items that have a per unit cost of more than \$5,000).

Who in an organization may be able to provide information about an applicant's negotiated, unrestricted indirect cost rate?

If an applicant does not know its negotiated, unrestricted indirect cost rate, please contact the LEA's business office. Please note, applicants will need to submit proof of its current indirect cost rate with the application, such as a signed indirect cost agreement letter or a page from a state Web site that specifies the appropriate rate for each fiscal year.

May grant funds be used for professional development workshops for teachers and other educators?

Yes. Grant funds may be used for professional development workshops for teachers and other educators provided that the activities directly support the purposes of the grant.

May districts use grant funds to hire program coordinators?

Yes. Districts may use grant funds to hire program coordinators provided the costs are reasonable and necessary to carry out the purpose of the grant. Applicants should be sure to fully substantiate all expenditures in the budget narrative.

May funds be used to hire safety personnel such as School Resource Officers (SROs), a school nurse, mental health professionals, to perform regular duties for those kinds of positions? *

No. Funds may not be used to hire these kinds of personnel as this is not a hiring grant. However, applicants may request funds to allow safety personnel or other school personnel to perform tasks that are necessary for completing the proposed REMS project.

For example, REMS funds could be used to cover the SRO's time to provide a training on emergency management for school staff. However, REMS funds could not be used to hire SROs to carry out school security duties.

May funds be used to support family and community-level preparedness efforts?

No. Family and community-level preparedness efforts are beyond the scope of the REMS grant program.

Many first responders will provide services, such as trainings, to districts under this grant. Can first responders working with schools be reimbursed for this work?

Yes. First responders working with schools can be reimbursed for this work to the extent that costs are necessary, reasonable, and allocable to the grant.

May districts use grant funds to buy safety and security equipment?

Yes. Applicants may propose to use a small portion of these funds to buy safety and security equipment and technology. However, applicants that propose in their application to use these funds primarily to buy safety and security equipment will NOT score highly on their application, and will decrease their chances of receiving funds. The selection criteria for this competition call for a comprehensive, systematic, coordinated improvement of emergency management plans, and applications that mainly request funds for technology and equipment will not meet those criteria.

Are funds to hire a NIMS trainer allowable?

Yes. However, funds for the NIMS courses that are available online are limited to \$1,000 per course. Since these courses have already been developed, and are available online free-of-charge, funds may only be used to pay for the trainer's time to deliver the training, not for any course development expenses. Given these facts, ED believes that \$1,000 is sufficient to cover the cost of a trainer to deliver a NIMS course.

To help build local capacity, applicants are encouraged to consider sustainable approaches to NIMS training, such as using local first responders as trainers, certifying LEA staff to deliver the courses, or utilizing the free, online courses provided by FEMA.

How much detail should be included in the budget narrative?

Please provide as much detail as possible in the budget narrative. Please include a per unit cost breakdown for all costs listed, number of items to be purchased or activities (training, assessments, etc.) to be completed, and describe in the narrative how each cost links to the goals and objectives of the program. Budget narratives should be thorough enough to justify the budget amount being requested.

What guidance is available on developing a budget narrative?

For additional guidance on preparing a budget narrative, please see http://www.ed.gov/admins/grants/apply/techassist/resource_pg8.html.

Are there certain items that cannot be purchased with these funds?

Yes. Generally, grant funds cannot be used to purchase refreshments, breakfast, incentives or prizes, or other prohibited items identified by the Office of Management and Budget's Cost Principles for State, Local, and Indian Tribal Governments available at <http://www.whitehouse.gov/omb/circulars/a087/a087-all.html>.

In addition, REMS grant funds cannot be used to support direct counseling services or direct prevention programming (i.e., bullying prevention programs for students).

Electronic Application**Do applications have to be submitted electronically?**

No. The FY 2010 REMS program does not have a mandatory electronic submission requirement.

How do applicants submit electronic applications? *

To submit your grant electronically, please use the Department's Electronic Grant Application System (e-Application) accessible through the Department's e-Grants Web site at <http://e-grants.ed.gov>. Instructions on electronic submission can be found in this application package. Please follow the instructions carefully.

How do applicants register to submit electronically? *

Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on-line and narratives are uploaded while logged into the system. Therefore, allow sufficient time to complete your application before the closing date. If you have not used e-Application in the past, you may want to walk through the Demonstration available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants help desk on 1-888-336-8930.

If submitting the application electronically, how should applicants submit the Partner Agreements, Program-Specific Assurance, Competitive Preference, and other forms with signatures?

If submitting an electronic application, applicants may either upload signed versions of the forms, in a .pdf format, or fax the signed forms, including the Partner Agreements and Program-Specific Assurance, to ED at (202) 485-0041 or (202) 245-7166.

If I submit my application electronically, are there any compatibility restrictions, especially if I use Microsoft Vista or Windows 7? *

You must submit your application in a .DOC (document), .RTF (rich text), or a .PDF (Portable Document) format in order for your application to submit successfully to the Department. If you submit your application in any other format, we will not be able to access your document. Also note, if you are using the Microsoft Word from the Vista or Windows 7 Operating Systems, you will need to convert your document from a .DOCX to a .DOC file before you can submit.

If I submit electronically, are there any restrictions on the file name length or size of the document? *

No, e-Application does not have a restriction on the number of characters in a file name or the size of the file being uploaded into the system. However, in the past we have encountered problems opening files that had large names or were extremely large documents, especially those that had quite a number of graphics embedded in the document. We suggest you limit these so the Department will not have any problems accessing the attachments you submit.

Since the e-Grants Web site will be unavailable from February 10-15, 2010, will the application submission deadline be extended? *

If you are submitting your application electronically, the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable. We will not grant an extension to the submission deadline because of the system unavailability during February 10-15, 2010.

Additional FAQs may be viewed at <http://rems.ed.gov>.

III. Legal and Regulatory Documents

4000-01-U

DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools

Overview Information

Readiness and Emergency Management for Schools

Notice inviting applications for new awards for fiscal year (FY) 2010.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.184E.

Dates:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: February 26, 2010.

Deadline for Intergovernmental Review: April 27, 2010.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: Past emergencies, such as the events of September 11, 2001, Hurricanes Katrina and Rita, and emergencies related to other natural and man-made hazards, reinforce the need for schools and communities to plan for traditional crises and emergencies, as well as other catastrophic events. The Readiness and Emergency Management for Schools (REMS) grant program provides funds to local educational agencies (LEAs) to establish an emergency management process that focuses on reviewing and strengthening emergency management plans, within the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery). The program also provides resources to LEAs to provide training for staff on emergency management procedures and requires that LEAs develop comprehensive all-hazards emergency management plans in collaboration with community partners including local law enforcement; public safety, public health, and mental health agencies; and local government.

Priorities: These priorities are from the notice of final priorities and requirements for this program, published in the Federal Register on March 11, 2009 (74 CFR 10656).

Absolute Priority: For FY 2010 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

This priority is:

LEA Projects Designed To Develop and Enhance Local
Emergency Management Capacity.

Under this priority, we support LEA projects designed to create, strengthen, or improve emergency management plans at the LEA and school-building levels and build the capacity of LEA staff so that the LEA can continue the implementation of key emergency management functions after the period of Federal funding. Projects must include a plan to create, strengthen, or improve emergency management plans, at the LEA and school-building levels, and within the framework of the four phases of emergency management: Prevention-Mitigation, Preparedness, Response, and Recovery. Projects must also include: (1) training for school personnel in emergency management procedures; (2) coordination, and the use of partnerships, with local law enforcement, public safety or emergency management, public health, and mental health agencies, and local government to assist in the development of emergency management plans at the LEA and school-building levels; (3) a plan to sustain the local partnerships after the period of Federal assistance; (4) a plan for communicating school emergency management policies and reunification procedures for parents and guardians and their children following an emergency; and (5) a written plan for improving LEA capacity to sustain the emergency management process through ongoing training and the continual review of policies and procedures.

Competitive Preference Priority: For FY 2010 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is a competitive preference priority. Under 34 CFR 75.105(c)(2)(i) we award an additional five points to an application that meets the competitive preference priority.

This priority is:

Priority for Applicants That Have Not Previously Received a Grant Under The REMS Program (CFDA 84.184E).

Under this priority, we give competitive preference to applications from LEAs that have not previously received a grant under this program (CFDA 84.184E). Applicants, including educational service agencies (ESAs), that have received funding under this program directly, or as the lead agency or as a partner in a consortium application under this program, will not meet this priority. Under a consortium application, all members of the LEA consortium must meet this criterion to meet this priority.

Final Requirements: These requirements are from the notice of final priorities and requirements for this program, published in the Federal Register on March 11, 2009 (74 FR 10656). The following requirements apply to all applications submitted under this competition:

1. Partner Agreements. To be considered for a grant award, an applicant must include in its application an agreement that details the participation of each of the following five

community-based partners: the law enforcement agency, the public safety or emergency management agency, the public health agency, the mental health agency, and the head of the applicant's local government (for example the mayor, city manager, or county executive). The agreement must include a description of each partner's roles and responsibilities in improving and strengthening emergency management plans at the LEA and school-building levels, a description of each partner's commitment to the continuation and continuous improvement of emergency management plans at the LEA and school-building levels, and the signature of an authorized representative of the LEA and each partner acknowledging the agreement. For consortium applications, each LEA to be served by the grant must submit a complete set of partner agreements with the signature of an authorized representative of the LEA and each corresponding partner acknowledging the agreement.

If one or more of the five partners listed in this requirement is not present in the applicant's community, or cannot feasibly participate, the agreement must explain the absence of each missing partner. To be considered eligible for funding, however, an application must include a signed agreement between the LEA, a law enforcement partner, and at least one of the other required partners (public safety or emergency management agency, public health agency, mental health agency, or the head of the local government).

Applications that fail to include the required agreement, including information on partners' roles and responsibilities and on their commitment to continuation and continuous improvement (with signatures and explanations for missing signatures as specified above), will not be read.

Although this program requires partnerships with other parties, administrative direction and fiscal control for the project must remain with the LEA.

2. Coordination with State or Local Homeland Security Plan. All emergency management plans receiving funding under this program must be coordinated with the Homeland Security Plan of the State or locality in which the LEA is located. To ensure that emergency services are coordinated, and to avoid duplication of effort within States and localities, applicants must include in their applications an assurance that the LEA will coordinate with and follow the requirements of their State or local Homeland Security Plan for emergency services and initiatives.

3. Infectious Disease Plan. To be considered for a grant award, applicants must agree to develop a written plan designed to prepare the LEA for a possible infectious disease outbreak, such as pandemic influenza. Plans must address the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery) and include a plan for disease surveillance (systematic collection and analysis of data that lead to action being taken to prevent and

control a disease), school closure decision making, business continuity (processes and procedures established to ensure that essential functions can continue during and after a disaster), and continuation of educational services.

4. Food Defense Plan. To be considered for a grant award, applicants must agree to develop a written food defense plan that includes the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery) and is designed to safeguard the LEA's food supply, including all food storage and preparation facilities and delivery areas within the LEA.

5. Individuals with Disabilities. Applicants must agree to develop plans that take into consideration the communication, medical, and evacuation needs of individuals with disabilities within the schools in the LEA.

6. Implementation of the National Incident Management System (NIMS). Applicants must agree to implement their grant in a manner consistent with the implementation of the NIMS in their communities. Applicants must include in their applications an assurance that they have met, or will complete, all current NIMS requirements by the end of the grant period.

Because DHS' determination of NIMS requirements may change from year to year, applicants must refer to the most recent list of NIMS requirements published by DHS when submitting their applications. Information about the FY 2009 NIMS requirements for tribal governments and local jurisdictions, including LEAs, may be found at:
www.fema.gov/pdf/emergency/nims/FY2009_NIMS_Implementation_Chart.pdf.

Note: An LEA's NIMS compliance must be achieved in close coordination with the local government and with recognition of the first responder capabilities held by the LEA and the local government. As LEAs are not traditional response organizations, first responder services will typically be provided to LEAs by local fire and rescue departments, emergency medical service providers, and law enforcement agencies. This traditional relationship must be acknowledged in achieving NIMS compliance in an integrated NIMS compliance plan for the local government and the LEA. LEA participation in the NIMS preparedness program of the local government is essential in ensuring that first responder services are delivered to schools in a timely and effective manner. Additional information about NIMS implementation is available at: www.fema.gov/emergency/nims.
Program Authority: 20 U.S.C. 7131.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 80, 81, 82, 84, 85, 97, 98, and 99. (b) The regulations in 34 CFR part 299. (c) The notice of final priorities and requirements, published in the Federal Register on March 11,

2009 (74 CFR 10656). (d) The notice of final eligibility requirement for the Office of Safe and Drug-Free Schools discretionary grant programs published in the Federal Register on December 4, 2006 (71 CFR 70369).

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$29,000,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards later in FY 2010 and in FY 2011 from the list of unfunded applicants from this competition.

Estimated Range of Awards: \$150,000 - \$600,000.

Estimated Average Size of Awards: \$150,000 for a small-size LEA (1-20 education facilities); \$300,000 for a medium-size LEA (21-75 education facilities); and \$600,000 for a large-size LEA (76 or more education facilities).

Estimated Number of Awards: 96.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 24 months. Budgets should be developed for a single award with a project period of up to 24 months. No continuation awards will be provided.

III. Eligibility Information

1. Eligible Applicants: LEAs, including charter schools that are considered LEAs under State law, that do not currently have an active grant under the REMS program (CFDA 84.184E). For the purpose of this eligibility requirement, a grant is considered active until the end of the grant's project or funding period, including any extension of those periods that extend the grantee's authority to obligate funds. This eligibility requirement is from the notice of final eligibility requirement published in the Federal Register on December 4, 2006 (71 FR 70369).

2. Cost Sharing or Matching: This competition does not require cost sharing or matching.

3. Other:

a. Equitable Participation by Private School Children and Teachers in Grant Program Activities.

Section 9501 of the ESEA, requires that State educational agencies (SEAs), LEAs, or other entities receiving funds under the Safe and Drug-Free Schools and Communities Act provide for the equitable participation of private school children, their teachers, and other educational personnel in private schools located in areas served by the grant recipient. In order to ensure that grant program activities address the needs of private school children, LEAs must engage in timely and

meaningful consultation with private school officials during the design and development of the program. This consultation must take place before any decision is made that affects the opportunities of eligible private school children, teachers, and other education personnel to participate in grant program activities.

In order to ensure equitable participation of private school children, teachers, and other educational personnel, an LEA must consult with private school officials on such issues as: hazards and vulnerabilities unique to private schools in the LEA's service area, training needs, and existing emergency management plans and resources already available at private schools.

b. Maintenance of Effort.

Section 9521 of the ESEA permits LEAs to receive a grant only if the SEA finds that the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

IV. Application and Submission Information

1. Address to Request Application Package:

You can obtain an application package via the Internet. To obtain a copy via the Internet, use the following address:
www.ed.gov/fund/grant/apply/grantapps/index.html.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the person listed under Accessible Format in section VIII of this notice.

2. Content and Form of Application Submission:

Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this competition.

3. Submission Dates and Times:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: February 26, 2010.

Applications for grants under this competition may be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants site, or in paper format by mail or hand delivery. For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery, please refer to section IV. 6. Other Submission Requirements of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII in this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: April 27, 2010.

4. Intergovernmental Review: This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

5. Funding Restrictions: We reference regulations outlining funding restrictions in the Applicable Regulations section of this notice.

6. Other Submission Requirements: Applications for grants under this competition may be submitted electronically or in paper format by mail or hand delivery.

a. Electronic Submission of Applications.

If you choose to submit your application to us electronically, you must use e-Application, accessible through the Department's e-Grants Web site at: <http://e-grants.ed.gov>.

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- Your participation in e-Application is voluntary.
- You must complete the electronic submission of your grant application by 4:30:00 p.m., Washington, DC time, on the application deadline date. E-Application will not accept an application for this competition after 4:30:00 p.m., Washington, DC time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.

- The hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until 8:00 p.m. Sunday, Washington, DC time. Please note that, because of maintenance, the system is unavailable between 8:00 p.m. on Sundays and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications. You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password protected file, we will not review that material.

- Your electronic application must comply with any page limit requirements described in this notice.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the Application Control Center after following these steps:

- (1) Print SF 424 from e-Application.

- (2) The applicant's Authorizing Representative must sign this form.

- (3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.

- (4) Fax the signed SF 424 to the Application Control Center at (202) 245-6272.

- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of System

Unavailability: If you are prevented from electronically submitting your application on the application deadline date because e-Application is unavailable, we will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--

- (1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and

- (2) (a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

(b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either (1) the person listed elsewhere in this notice under For Further Information Contact (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If e-Application is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application.

Extensions referred to in this section apply only to the unavailability of e-Application. If e-Application is available, and, for any reason, you are unable to submit your application electronically or you do not receive an automatic acknowledgment of your submission, you may submit your application in paper format by mail or hand delivery in accordance with the instructions in this notice.

b. Submission of Paper Applications by Mail.

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.184E)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you submit your application in paper format by hand delivery, you (or a courier service) must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.184E)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this grant notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

Selection Criteria: The selection criteria for this competition are from 34 CFR 75.210 and are listed in the application package.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the

application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. For this competition, you must also submit an interim report 12 months after the award date. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

4. Performance Measure: We have identified the following key Government Performance and Results Act of 1993 (GPRA) performance measure for assessing the effectiveness of the REMS grant program: The average number of National Incident Management System (NIMS) course completions by key personnel at the start of the grant compared to the average number of NIMS course completions by key personnel at the end of the grant.

This GPRA measure constitutes the Department's indicator of success for this program. Applicants for a grant under this program are advised to give careful consideration to this measure in designing their proposed project, including considering how data for the measure will be collected. Grantees will be required to collect and report, in their interim and final performance reports, baseline data and data on their progress with regard to this measure.

VII. Agency Contact

For Further Information Contact: Sara Strizzi, U.S. Department of Education, 1244 Speer Boulevard, Suite 201, Denver, CO 80204-3514. Telephone: (303) 346-0924 or by e-mail: sara.strizzi@ed.gov.

If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under For Further Information Contact in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format

(PDF) on the Internet at the following site:
www.ed.gov/news/fedregister. To use PDF you must have Adobe Acrobat Reader, which is available free at this site.
Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html.

Dated: January 4, 2010

Kevin Jennings,
Assistant Deputy Secretary for
Safe and Drug-Free Schools.

4000-01-U
DEPARTMENT OF EDUCATION

Readiness and Emergency Management for Schools

Catalog of Federal Domestic Assistance (CFDA) Number 84.184E.
AGENCY: Office of Safe and Drug-Free Schools, Department of Education.

ACTION: Notice of final priorities and requirements.

SUMMARY: The Acting Assistant Deputy Secretary for Safe and Drug-Free Schools announces priorities and requirements under the Readiness and Emergency Management for Schools (REMS) grant program. The Acting Assistant Deputy Secretary may use these priorities and requirements for competitions in fiscal year (FY) 2009 and later years. We take this action to focus Federal financial assistance on an identified national need. We intend these priorities and requirements to support grants that will increase the capacity of local educational agencies (LEAs) to prevent and mitigate, prepare for, respond to, and recover from emergencies. This action is also taken to focus funding on LEAs that have not previously received funding under this program and to establish other core requirements.

EFFECTIVE DATE: These priorities and requirements are effective April 10, 2009.

FOR FURTHER INFORMATION CONTACT: Sara Strizzi, U.S. Department of Education, 1391 Speer Boulevard, suite 800, Denver, CO 80204-2512. Telephone: (303) 346-0924 or by e-mail: sara.strizzi@ed.gov.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service, toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Purpose of Program: Past emergencies, such as the events of September 11, 2001, Hurricanes Katrina and Rita, and emergencies related to other natural and man-made hazards, reinforce the need for schools and communities to plan for traditional crises and emergencies, as well as other catastrophic events. The REMS grant program provides funds to LEAs to establish an emergency management process that focuses on reviewing and strengthening emergency management plans, within the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery). The program also provides resources to LEAs to provide training for staff on emergency management procedures and requires that LEAs develop comprehensive all-hazards emergency management plans in collaboration with community partners, including local law enforcement; public safety, public health, and mental health agencies; and local government.

Program Authority: 20 U.S.C. 7131.

We published a notice of proposed priorities and requirements for this competition in the Federal Register on December 23, 2008 (73 FR 78757). That notice contained background information and our reasons for proposing the particular priorities and requirements.

Public Comment: In response to our invitation in the notice of proposed priorities and requirements, one party submitted a comment on the proposed priorities and requirements.

Generally, we do not address technical and other minor changes.

Analysis of Comments and Changes: An analysis of the comment and of any changes in the priorities and requirements since publication of the notice of proposed priorities and requirements follows.

Comment: One commenter recommended that we add the head of the local emergency management agency as a required sixth partner on the grant. The commenter suggested that an LEA's partnership with the local emergency management agency in its jurisdiction will ensure consistent community-wide emergency management planning and training efforts and will contribute to the sustainability of the emergency management process.

Discussion: We agree that local emergency management agencies have a significant and valuable role to play in assisting with community-wide emergency planning efforts. We encourage LEAs to work closely with all relevant community partners, including local emergency management agencies, to leverage resources, ensure consistency, and avoid duplication of effort. However, local emergency management agencies do not exist in every community. Some communities do not have a designated local emergency management agency and, instead, vest emergency management authority in other agencies, such as a local fire department, law enforcement agency, or other public safety agency.

If a local emergency management agency is available to participate in a REMS grant project, its assistance is likely to be of significant value. We are interested in grantees securing partner participation from the most relevant community entities and encourage the inclusion of the local emergency management agency as a grant partner if such an agency is present. However, given the significant variation in the types of organizations involved in emergency management activities in communities across the Nation, we must provide flexibility to grantees. We have made a change in the requirement in response to this comment.

Change: We have revised Priority 1 and the requirements to clarify that a partner agreement from a local emergency

management agency may be used to meet the public safety partner requirement.

FINAL PRIORITIES:

Priority 1--LEA Projects Designed to Develop and Enhance Local Emergency Management Capacity

This priority supports LEA projects designed to create, strengthen, or improve emergency management plans at the LEA and school-building levels and build the capacity of LEA staff so that the LEA can continue the implementation of key emergency management functions after the period of Federal funding. Projects must include a plan to create, strengthen, or improve emergency management plans, at the LEA and school-building levels, and within the framework of the four phases of emergency management: Prevention-Mitigation, Preparedness, Response, and Recovery. Projects must also include: (1) Training for school personnel in emergency management procedures; (2) coordination, and the use of partnerships, with local law enforcement, public safety or emergency management, public health, and mental health agencies, and local government to assist in the development of emergency management plans at the LEA and school-building levels; (3) a plan to sustain the local partnerships after the period of Federal assistance; (4) a plan for communicating school emergency management policies and reunification procedures for parents and guardians and their children following an emergency; and (5) a written plan for improving LEA capacity to sustain the emergency management process through ongoing training of personnel and continual review of policies and procedures.

Priority 2--Priority for LEAs That Have Not Previously Received a Grant Under the REMS Program (CFDA Number 84.184E) and Are Located in an Urban Areas Security Initiative Jurisdiction

Under this priority, we give priority to applications from LEAs that (1) have not yet received a grant under this program (CFDA Number 84.184E) and (2) are located in whole or in part within Urban Areas Security Initiative (UASI) jurisdictions, as determined by the U.S. Department of Homeland Security (DHS). Applicants, including educational service agencies (ESAs), must meet both of these criteria in order to meet this priority. Under a consortium application, all members of the LEA consortium, including any ESAs, must meet both criteria to meet this priority.

Because DHS' determination of UASI jurisdictions may change from year to year, applicants under this priority must refer to the most recent list of UASI jurisdictions published by DHS when submitting their applications. In any notice inviting applications using this priority, the Department will provide

applicants with information necessary to access the most recent DHS list of UASI jurisdictions.

Priority 3--Priority for Applicants That Have Not Previously Received a Grant Under the REMS Program (CFDA Number 84.184E)

Under this priority, we give priority to applications from LEAs that have not previously received a grant under this program (CFDA Number 84.184E). Applicants, including educational service agencies (ESAs), that have received funding under this program directly, or as the lead agency or as a partner in a consortium application under this program, will not meet this priority. Under a consortium application, all members of the LEA consortium must meet this criterion to meet this priority.

Types of Priorities:

When inviting applications for a competition using one or more priorities, we designate the type of each priority as absolute, competitive preference, or invitational through a notice in the Federal Register. The effect of each type of priority follows:

Absolute priority: Under an absolute priority we consider only applications that meet the priority (34 CFR 75.105(c)(3)).

Competitive preference priority: Under a competitive preference priority we give competitive preference to an application by (1) awarding additional points, depending on the extent to which the application meets the priority (34 CFR 75.105(c)(2)(i)); or (2) selecting an application that meets the competitive priority over an application of comparable merit that does not meet the priority (34 CFR 75.105(c)(2)(ii)).

Invitational priority: Under an invitational priority we are particularly interested in applications that meet the priority. However, we do not give an application that meets the priority a preference over other applications (34 CFR 75.105(c)(1)).

FINAL REQUIREMENTS: We may apply one or more of these requirements in any year in which this program is in effect.

Partner Agreements: To be considered for a grant award, an applicant must include in its application an agreement that details the participation of each of the following five community-based partners: the law enforcement agency, the public safety or emergency management agency, the public health agency, the mental health agency, and the head of the applicant's local government (for example the mayor, city manager, or county executive). The agreement must include a description of each partner's roles and responsibilities in improving and strengthening emergency management plans at the LEA and school-building levels, a description of each partner's commitment to the continuation and continuous improvement of

emergency management plans at the LEA and school-building levels, and the signature of an authorized representative of the LEA and each partner acknowledging the agreement. For consortium applications, each LEA to be served by the grant must submit a complete set of partner agreements with the signature of an authorized representative of the LEA and each corresponding partner acknowledging the agreement.

If one or more of the five partners listed in this requirement is not present in the applicant's community, or cannot feasibly participate, the agreement must explain the absence of each missing partner. To be considered eligible for funding, however, an application must include a signed agreement between the LEA, a law enforcement partner, and at least one of the other required partners (public safety or emergency management agency, public health agency, mental health agency, or the head of the local government).

Applications that fail to include the required agreement, including information on partners' roles and responsibilities and on their commitment to continuation and continuous improvement (with signatures and explanations for missing signatures as specified above), will not be read.

Although this program requires partnerships with other parties, administrative direction and fiscal control for the project must remain with the LEA.

Coordination with State or Local Homeland Security Plan: All emergency management plans receiving funding under this program must be coordinated with the Homeland Security Plan of the State or locality in which the LEA is located. To ensure that emergency services are coordinated, and to avoid duplication of effort within States and localities, applicants must include in their applications an assurance that the LEA will coordinate with and follow the requirements of its State or local Homeland Security Plan for emergency services and initiatives.

Infectious Disease Plan: To be considered for a grant award, applicants must agree to develop a written plan designed to prepare the LEA for a possible infectious disease outbreak, such as pandemic influenza. Plans must address the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery) and include a plan for disease surveillance (systematic collection and analysis of data that lead to action being taken to prevent and control a disease), school closure decision making, business continuity (processes and procedures established to ensure that essential functions can continue during and after a disaster), and continuation of educational services.

Food Defense Plan: To be considered for a grant award, applicants must agree to develop a written food defense plan

that includes the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery) and is designed to safeguard the LEA's food supply, including all food storage and preparation facilities and delivery areas within the LEA.

Individuals with Disabilities: Applicants must agree to develop plans that take into consideration the communication, medical, and evacuation needs of individuals with disabilities within the schools in the LEA.

Implementation of the National Incident Management System (NIMS): Applicants must agree to implement their grant in a manner consistent with the implementation of the NIMS in their communities. Applicants must include in their applications an assurance that they have met, or will complete, all current NIMS requirements by the end of the grant period.

Because DHS' determination of NIMS requirements may change from year to year, applicants must refer to the most recent list of NIMS requirements published by DHS when submitting their applications. In any notice inviting applications, the Department will provide applicants with information necessary to access the most recent DHS list of NIMS requirements.

Note: An LEA's NIMS compliance must be achieved in close coordination with the local government and with recognition of the first-responder capabilities held by the LEA and the local government. As LEAs are not traditional response organizations, first-responder services will typically be provided to LEAs by local fire and rescue departments, emergency medical service providers, and law enforcement agencies. This traditional relationship must be acknowledged in achieving NIMS compliance in an integrated NIMS compliance plan for the local government and the LEA. LEA participation in the NIMS preparedness program of the local government is essential in ensuring that first-responder services are delivered to schools in a timely and effective manner. Additional information about NIMS implementation and requirements is available at www.fema.gov/emergency/nims.

This notice does not preclude us from proposing additional priorities, requirements, definitions, or selection criteria, subject to meeting applicable rulemaking requirements.

Note: This notice does not solicit applications. In any year in which we choose to use one or more of these priorities and requirements, we invite applications through a notice in the Federal Register.

Executive Order 12866: This notice of final priorities and requirements has been reviewed in accordance with Executive Order 12866. Under the terms of the order, we have assessed the potential costs and benefits of this regulatory action.

The potential costs associated with this final regulatory action are those resulting from statutory requirements and those we have determined as necessary for administering this program effectively and efficiently.

In assessing the potential costs and benefits--both quantitative and qualitative--of this final regulatory action, we have determined that the benefits of the final priorities and requirements justify the costs.

We have determined, also, that this final regulatory action does not unduly interfere with State, local, and tribal governments in the exercise of their governmental functions.

We summarized the costs and benefits of this regulatory action in the notice of proposed priorities and requirements. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. One of the objectives of the Executive order is to foster an intergovernmental partnership and a strengthened federalism. The Executive order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

This document provides early notification of our specific plans and actions for this program.

Accessible Format: Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under FOR FURTHER INFORMATION CONTACT.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: www.ed.gov/news/fedregister.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html.

Delegation of Authority: The Secretary of Education has delegated authority to William Modzeleski, Acting Assistant Deputy Secretary for the Office of Safe and Drug-Free Schools to

perform the functions of the Assistant Deputy Secretary for Safe and Drug-Free Schools.

Dated:

William Modzeleski,
Acting Assistant Deputy Secretary for Safe
and Drug-Free Schools.

Authorizing Legislation – No Child Left Behind Act of 2001

Subpart 2-National Programs

SEC. 4121. FEDERAL ACTIVITIES.

(a) Program Authorized-From funds made available to carry out this subpart under section 4003(2), the Secretary, in consultation with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy, and the Attorney General, shall carry out programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students. The Secretary shall carry out such programs directly, or through grants, contracts, or cooperative agreements with public and private entities and individuals, or through agreements with other Federal agencies, and shall coordinate such programs with other appropriate Federal activities. Such programs may include-

- 1) the development and demonstration of innovative strategies for the training of school personnel, parents, and members of the community for drug and violence prevention activities based on State and local needs;
- 2) the development, demonstration, scientifically based evaluation, and dissemination of innovative and high quality drug and violence prevention programs and activities, based on State and local needs, which may include-
 - a) alternative education models, either established within a school or separate and apart from an existing school, that are designed to promote drug and violence prevention, reduce disruptive behavior, reduce the need for repeat suspensions and expulsions, enable students to meet challenging State academic standards, and enable students to return to the regular classroom as soon as possible;
 - b) community service and service-learning projects, designed to rebuild safe and health neighborhoods and increase students' sense of individual responsibility
 - c) video-based projects developed by noncommercial telecommunications entities that provide young people with models for conflict resolution and responsible decision-making; and
 - d) child abuse education and prevention programs for elementary and secondary students;
- 3) the provision of information on drug abuse education and prevention to the Secretary of Health and Human Services for dissemination;
- 4) the provision of information on violence prevention and education and school safety to the Department of Justice for dissemination;
- 5) technical assistance to chief executive officers, State agencies, local educational agencies, and other recipients of funding under this part to build capacity to develop and implement high-quality, effective drug and violence prevention programs consistent with the principles of effectiveness in section 4115(a);
- 6) assistance to school systems that have particularly severe drug and violence problems, including hiring drug prevention and school safety coordinators, or assistance to support appropriate response efforts to crisis situations;
- 7) the development of education and training programs, curricula, instructional materials, and professional training and development for preventing and reducing the incidence of crimes and conflicts motivated by hate in localities most directly affected by hate crimes;
- 8) activities in communities designated as empowerment zones or enterprise communities that will connect schools to community-wide efforts to reduce drug and violence problems; and
- 9) other activities in accordance with the purpose of this part, based on State and local needs.

(b) Peer Review-The Secretary shall use a peer review process in reviewing applications for funds under this section.

IV. General Application Instructions and Information

Preparing the Application

A completed application for assistance under this competition consists of two parts: a detailed narrative description of the proposed project and budget, and all forms and assurances that must be submitted in order to receive a grant. An application under this program should address the specific needs of the applicant and propose activities specifically designed to meet those needs. We strongly discourage applicants from using “form” or template applications that address general rather than specific needs. Identical or substantially similar applications are not responsive to the selection criteria.

A panel of three non-federal readers with experience in emergency management, school safety, public or mental health, program evaluation, and other related fields will review each eligible application submitted by the deadline. The panel will award points ranging from 0 to 100 to each application depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each factor under each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

All applicants should adhere to the following formatting guidelines:

- ☐ Use 1-inch margins. If you submit your application in paper format by mail or hand delivery, your application must be printed on 8 1/2” by 11” paper.
- ☐ Use consistent font no smaller than 11-point type throughout your document (you may use smaller text in charts or tables, as long as the text is legible). You may use boldface type, underlining, and italics; however, do not use colored text.
- ☐ For the project narrative, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- ☐ Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document, beginning with the Abstract and ending with the Appendices. **Note:** Do not paginate any of the forms.

If you submit your proposal via e-Application, you will use your own word-processing software to complete the application for this grant competition.

D-U-N-S Number Instructions

All applicants must obtain and use a D-U-N-S Number, and all applicants applying through e-Application must register with e-Grants.ed.gov. The D-U-N-S Number used on the application must be the same number that the applicant’s organization used to register with the Central Contractor Registry. If the numbers are not the same, e-Application will reject the application.

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps to ensure the accuracy of the DUNS Number. The ninth digit of each number is the check digit, which is

mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

You can obtain a D-U-N-S Number at no charge by calling 800/333-0505 or by completing the D-U-N-S Number Request Form, available online at www.dnb.com/US/duns_update/index.html. Dun & Bradstreet, a global information provider, has assigned D-U-N-S Numbers to more than 43 million companies worldwide. Customer service is available on Monday-Friday from 8:00 a.m. to 6:00 p.m. (Eastern Time) at 888/814-1435.

Please note, if you are submitting your application electronically, the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable. We will not grant an extension to the submission deadline because of the system unavailability during February 10-15, 2010.

Organizing the Application

We recommend that applicants organize the information in their application in the following order. All pages should be numbered consecutively to make review and evaluation easier. Note that applications submitted electronically must follow the format given in the e-Application system. The system will then organize the information automatically.

1. Application for Federal Assistance (SF 424): This is the title page of your application. Be sure that item 11 of ED Form 424, clearly identifies the Catalog of Federal Domestic Assistance (CFDA) Number and Title of the competition under which funds are being requested. Please include the following: **CFDA #84.184E and Readiness and Emergency Management for Schools.**

Under Item 3 in the ED Supplemental Information, indicate whether the proposed project includes human subjects research activities, and if so, whether any or all of the proposed activities are exempt. For additional guidance, see instructions for ED Supplemental Information in the required forms section of this application package or call ED's protection of human subjects coordinator at 202-260-3353.

If you submit your proposal for this grant competition via e-Application, please complete the SF 424 (Application for Federal Assistance) first. E-Application will insert the correct CFDA and program name automatically where needed.

If you submit your proposal in paper format by mail or hand delivery, you will need to

insert the correct CFDA number and program name where requested.

2. Table of Contents: Provide an itemized listing of each section of the application package, including page numbers.

3. Program Abstract: Clearly mark this page with the applicant/organizational name as shown in item 8a of ED 424. The abstract should not exceed one page and should provide a concise and accurate description of the proposed project including its objectives, approaches to be used, and its expected outcomes.

4. Project Narrative: The narrative must contain evidence that the applicant meets the grant competition's absolute priority, and should contain and follow in sequence the information requested for each selection criterion. Applicants should review Section II for a discussion of the selection criteria and the chief considerations for this grant competition. A timeline or schedule of tasks and events, responsible person(s), project milestone(s), and/or completion dates should be included in the narrative. This section should be no more than 25 double-spaced typewritten pages.

5. Budget Form (ED Form 524): Use the Budget Information Form to prepare one budget that covers the entire (up to 24 month) budget period. Provide amounts for major budget categories.

6. Budget Narrative: You must include a detailed budget narrative for the entire (up to 24 month) performance period that supports and explains the information provided on ED Form 524. Use the same budget categories as those on ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the project's goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the project, reasonable for the scope and complexity of the project, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail for ED staff to easily understand how costs were determined and if the budget is commensurate with the scope of the project. **Note:** Failure to submit a detailed budget narrative may result in significant cuts to your request.

For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant federal agency or assigned by your State education agency. Be sure to include evidence of a negotiated indirect cost rate.

7. Appendices and Forms: This section should contain any supplementary information that applicants may choose to submit in support of applicant's capacity and preparation to undertake the proposed project. These documents may include resumes, letters of agreement with cooperating entities, if appropriate, evaluation results, or materials. Do not include budget or program narrative information in this section. Also, do not include CD-ROMS, photographs, or floppy disks as they will not be reviewed nor returned.

If you submit your application via e-Application, the Appendices section is where you will attach proposal appendices that you may choose to submit in support of your capacity and preparation to undertake the proposed project. You should consolidate your documents for this section and upload as one attachment ensuring you do not exceed the file size restriction identified for the Appendices section.

If you submit your application in paper format via mail or hand delivery, information provided in this section includes forms and other material required by ED in order for an application to be eligible for funding as well as any other information that applicants may choose to submit in support of their capacity and preparation to undertake the proposed project.

If submitting an application in paper format, the ED Forms required to submit the application package are available electronically at the following web site:

www.ed.gov/fund/grant/apply/appforms/appforms.html

All required forms are available in e-Application if submitting electronically.

8. Assurances and Certifications: This section should include the following REMS-specific documents: Program-Specific Assurance, Competitive Preference Assurance (if applicable), and all signed Partner Agreements. If you are submitting an electronic application, you must print out the required forms, complete them, and either upload all signed forms to the e-Application Web site (under the Program Assurances section) or fax it (along with the SF 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 485-0041 or (202) 245-7166 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

This application package also includes the following—Standard Form 424B, Assurances – Non-Construction Programs, Certification Regarding Lobbying; and Standard Form LLL – Disclosure of Lobbying Activities. By signing the 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment and environmental tobacco smoke.

Note: If Item 2 of the Standard Form LLL applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and indicate as “Not Applicable”.

Intergovernmental Review of Federal Programs (Executive Order 12372)

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below. **Note: A copy of the applicant's letter sent to the State Single Point of Contact must be included with their application (on letterhead).**

Any State process recommendation and other comments submitted by a State Single Point of Contact (SSPOC) and any comments from State, area-wide, regional, and local entities must be received by April 27, 2010, at the following address: The Secretary, EO 12372—CFDA #84.184E, U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30:00 p.m. (Eastern Time) on April 27, 2010. Please do not send applications to this address.

To view a list of States that participate in the intergovernmental review process, visit http://www.whitehouse.gov/omb/grants_spoc/.

States that are not listed have chosen not to participate in the intergovernmental review process, and therefore do not have a SSPOC. If you are located within one of these States, you may still send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found In Appendix IV of the Catalog of Federal Domestic Assistance. (www.cfda.gov/public/cat-app4-index.htm).

Please note: Inquiries about obtaining a Federal grant should not be sent to OMB email or postal address shown above. The best source for this information is the OMB website at http://www.whitehouse.gov/omb/grants_spoc/.

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers unique to their community and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.

3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it tends to conduct “outreach” efforts to girls to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Public Reporting Burden

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data sources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Safe and Drug-Free Schools, Potomac Center Plaza—10th Floor, 550 12th Street, SW, Washington, DC 20202-6450.

Application Preparation Checklist

1. Determine if the REMS program fits the needs of the LEA

- ☐ Read the entire application package and accompanying *Federal Register* notice to determine if the program will meet the LEA's needs.
- ☐ Ask the following questions:
 - ☐ Is the LEA is mostly interested in this grant to purchase equipment and supplies? If the answer is yes, the REMS grant may not be a good fit.
 - ☐ Is the LEA is interested in increasing LEA capacity to implement all aspects of the emergency management process to include improving and enhancing the emergency management plans at the LEA and school-building levels? If the answer is yes, the REMS grant may be a good fit.
- ☐ Review **eligibility** requirements. Are you a:
 - ☐ Local Educational Agency (LEA)
 - ☐ Are you a current REMS grantee?

If your organization meets the definition of LEA and is NOT a current REMS grantee, it is eligible to apply.

2. If applying electronically, the district will need to register in the e-Application system and obtain a user name and password.

NOTE: The e-Application system will be unavailable from February 10-15, 2010.

3. Working on the application

- ☐ Identify the required community partners and begin identifying what their roles and responsibilities will be on the grant.
- ☐ Review the selection criteria and notes sections.
- ☐ Ensure that the completed narrative addresses the selection criteria notes and the Absolute Priority and all other grant requirements.
- ☐ Review the evaluation section:
 - ☐ Is the required GPRA measure addressed in the evaluation section?
 - ☐ Are program-specific objectives identified?
 - ☐ Are plans to build a long-term evaluation strategy included?
 - ☐ If hiring an external evaluator (which is NOT required), is the potential scope of work delineated?

- ❑ Review the abstract to ensure that it is 1-page, double-spaced and briefly describes the program in a narrative format.
- ❑ Organize the application by following the sequence of information requested on page 108. All pages should be numbered consecutively to make review and evaluation easier. Applications should be double-spaced and printed on one side of the paper. Type font size should be no smaller than 11-point.

4. Creating a budget and budget narrative

- ❑ Complete budget form ED Form 524 detailing the budget. Put total expenditures for the budget period of up to 24 months in the column marked "Project Year 1."
- ❑ Double-check ALL budget figures to ensure accuracy.
- ❑ Complete a budget narrative that fully details the costs listed on the ED Form 524.
 - ___ Present the budget narrative breakdown of costs by the budget categories on the ED Form 524.
 - ___ Provide as much detail as possible.
 - ___ Ensure that the justification clearly links the expenses listed with the project's goals and objectives.
 - ___ Provide the percent of time commitment for the Project Director even if these expenses are being paid with other funding sources.
- ❑ Ensure that all expenses are both reasonable and allowable.
- ❑ If you wish to recover indirect costs, determine the LEA's negotiated, unrestricted indirect cost rate.
- ❑ Provide proof of negotiated, unrestricted indirect cost rate.

For additional guidance on preparing a budget narrative, please see http://www.ed.gov/admins/grants/apply/techassist/resource_pg8.html.

5. Completing assurances, forms, and certifications

- ❑ Working collaboratively with community partners, clearly identify and outline each partner's roles and responsibilities. ED recommends using the sample partner agreements on pages 101-106.
- ❑ Obtain signatures of the LEA's Authorized Representative and representatives of each community partner on the written partner agreements.

NOTE: For consortium applications, each LEA to be served by the grant must submit a complete set of partner agreements with appropriate signatures from

their own Authorized Representative and the five required community partners.

- ❑ Determine if the district is eligible for the Competitive Preference Priority and submit the Competitive Preference Priority Assurance (see page 99)
- ❑ Obtain the signature of the Authorized Representative on the Program-Specific Assurance form (page 98).
- ❑ Obtain the Authorized Representative's signature on all required forms [SF 424; SF LLL, Disclosure of Lobbying Activities; and Certification Regarding Lobbying ED Form 80-0013].
- ❑ Ensure that the Application for Federal Education Assistance (SF 424) has been completed according to the instructions and includes the nine-digit DUNS Number and Tax Identification Number.

6. Finalizing other issues

- ❑ Include the percentage of time the project director will be working on this project. This may be included in the budget narrative or added to the ED Supplement to the SF 424.
- ❑ Include the required GEPA 427 statement (more information is found on page 91).
 - Ensure that there is sufficient detail regarding specific barriers to emergency management planning within the LEA and community and how those barriers will be addressed.
 - Ensure that the GEPA 427 statement does more than affirm your organization's equal employment opportunity policy.
- ❑ As required by EO 12372, notify the State Single Point of Contact about this application if required (more information can be found on page 90). A copy of the applicant's letter on letterhead should be included with the application.
- ❑ If submitting by hard copy, include one original, two copies, and one additional voluntary copy (unbound) of the application.
- ❑ **Submit the application by the deadline date.** Applications must be submitted, postmarked, or hand delivered by February 26, 2010.
- ❑ **If submitting electronically, either upload all forms (including all grant forms requiring a signature and REMS assurances) and submit electronically as .pdf documents or fax them.** Documents should be faxed to (202) 485-0041 or (202) 245-7166.

7. What happens next?

- ❑ If submitting a hard copy application, applicants should receive a postcard from ED's Application Control Center acknowledging receipt of the application and provide an assigned P/R Award Number in approximately two weeks (depending on the volume of applications). If submitting electronically through e-Application, applicants will receive an email acknowledgment with the P/R Award Number. Applicants should refer to this number if needing to contact ED about the application.
- ❑ OSDFS staff will screen each application to ensure that all program eligibility requirements are met and all forms are included.
- ❑ If an application is deemed ineligible for review, the applicant will receive notification from OSDFS.
- ❑ Eligible applications will be assigned to a three-person panel of expert reviewers who will evaluate and score proposals according to the selection criteria in this application package. Applications will receive a score from 0 to 105 depending upon how well the application responds to the requirements of the selection criteria and whether they qualify to receive the competitive preference priority points.
- ❑ A grant award document will be sent to applicants whose proposals score within the funding range hopefully by late June 2010, but no later than September 30, 2010.
- ❑ Unsuccessful applicants will receive a notification letter following notification of recipients.
- ❑ Both successful and unsuccessful applicants will receive copies of the peer review comments. Please be sure your application contains valid email and mailing addresses for both the Project Director and Authorized Representative.

8. If an applicant has additional questions.

- ❑ Please review the entire application package, particularly the Frequently Asked Questions section and the *Federal Register* notice.
- ❑ If questions are not addressed, please contact the competition manager, Sara Strizzi at (303) 346-0924 or sara.strizzi@ed.gov. Please be patient in receiving a response, as ED receives a high volume of inquiries during the competition.

Forms and Instructions

Program-Specific Assurance

Competitive Preference Qualification Assurance

Partner Agreements

Program-Specific Assurance

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the e-Application Web site or fax it (along with the SF 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 485-0041 or (202) 245-7166 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

As the duly authorized representative, I certify that the LEA:

1. Has contacted the State and/or local emergency management agency and will coordinate emergency management efforts with the State and/or local Homeland Security Plan;
2. Will work with community partners to complete all Fiscal Year 2009 National Incident Management System (NIMS) requirements by the end of the grant period;
3. Will work to develop emergency management plans that address the needs of students and staff with disabilities or special needs;
4. Will develop or review our written infectious disease plan that includes pandemic influenza;
5. Will develop or review our written food defense plan designed to safeguard the district's food supply, including all food storage and preparation areas; and
6. Will provide for the equitable participation of private school children, their teachers, and other educational personnel in private schools located in areas to be served by the proposed project.

Signature of Authorized Representative

Title

Applicant Organization

Date Submitted

Competitive Preference Qualification Assurance

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the e-Application Web site or fax it (along with the SF 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 485-0041 or (202) 245-7166 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

Under this priority, we give a 5-point competitive preference to applications from LEAs that have not previously received a grant under this program (84.184E). Applicants, including educational service agencies (ESAs), that have received funding under this program directly or as the lead agency or as a partner in a consortium application under this program, will not meet this priority. Under a consortium application, all members of the LEA consortium must meet this criterion to meet this priority.

As the duly authorized representative, I certify that all LEAs to be served under the grant meet the following condition:

None of the LEAs to be served by the grant have previously received funding under the Emergency Response and Crisis Management (ERCM) or Readiness and Emergency Management for Schools (REMS) program either as the lead LEA or as a part of a consortium of LEAs.

Please list the name and location (city and State) of all LEAs to be served by the grant:

LEA

City, State

Signature of Authorized Representative

Title

Applicant Organization

Date Submitted

Partner Agreements-Instructions

To be considered for an Readiness and Emergency Management for Schools (REMS) grant award, **all local educational agencies (eligible applicants) receiving services through this grant** must include signatures from *at least two of the five partners listed*, along with details of the roles and responsibilities of each partner in the improvement of the plan and a reflection of each partner's commitment to sustainability and continuous improvement of the plan. The following pages are provided to help LEAs obtain the necessary signatures.

Applicants may choose another format to obtain necessary signatures and descriptions of roles. **However, to be considered, applicants MUST have at least two partner signatures, one of which must be the local law enforcement agency—AND in every space where a signature is missing, an explanation must be provided for why a signature could not be included.**

Providing only signatures or letters of support does NOT meet the requirements for this grant competition. In addition to providing signatures, each partner must detail its specific role and responsibility in the strengthening and improving of the emergency management plan and its commitment to sustainability and continuous improvement of the plan as it relates to the proposed REMS project. Vague statements of roles and responsibilities such as, “whatever is needed” are not acceptable responses to this requirement.

Applications that do not provide both 1) at least two of the five signatures and 2) also include a description of each partner's roles and responsibilities will NOT BE READ.

If submitting an electronic application, please print out the form below, complete, and either upload all signed forms to the Other Attachments Form or fax it (along with the SF 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 485-0041 or (202) 245-7166 within (3) working days of submitting the electronic application. An applicant's PR/Award number must be indicated in the upper right corner of the form.

NOTE: For consortium applications, each LEA to be served by the grant must submit a complete set of partner agreements with appropriate signatures from their own Authorized Representative and the five required community partners.

Partner Agreements (Page 1 of 6)

Signature of the LEA Authorized Representative (REQUIRED)

LEA: _____

Location (City, State): _____

Authorized Representative Signature: _____

Title: _____

Date: _____

Description of the applicant's role and responsibility in grant implementation, partner coordination, and sustainability for the REMS grant project:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Partner Agreement 1: Local Law Enforcement Agency (Page 2 of 6)

Local Law Enforcement Agency Partner Agreement (REQUIRED)

Below is a signature representing the head of our community-based law enforcement agency (i.e. local police, sheriff's office whose jurisdiction covers a majority of the schools in the district) agreeing to the roles and the responsibilities outlined below:

Agency Title: _____

Signature: _____

Title: _____

Date: _____

Description of roles and responsibilities in improving and strengthening emergency management plans at the LEA and school-building levels and a description of the partner's commitment to the continuation and continuous improvement of emergency management plans at the LEA and school building levels:

Partner Agreement 2: Local Public Safety or Emergency Management Agency (Page 3 of 6)

Local Public Safety or Emergency Management Agency Partner Agreement

Below is a signature representing the head of our local community-based public safety agency or emergency management agency (i.e. Emergency Management Services or Fire Department) agreeing to the roles and the responsibilities outlined below:

Agency: _____

Signature: _____

Title: _____

Date: _____

Description of roles and responsibilities in improving and strengthening emergency management plans at the LEA and school-building levels and a description of the partner's commitment to the continuation and continuous improvement of emergency management plans at the LEA and school building levels:

We are unable to include this signature for the following reason(s):

Partner Agreement 3: Local Public Health Agency (Page 4 of 6)

Local Public Health Agency Partner Agreement

Below is a signature representing the head of our local community-based public health agency agreeing to the roles and the responsibilities outlined below:

Agency: _____

Signature: _____

Title: _____

Date: _____

Description of roles and responsibilities in improving and strengthening emergency management plans at the LEA and school-building levels and a description of the partner's commitment to the continuation and continuous improvement of emergency management plans at the LEA and school building levels:

We are unable to include this signature for the following reason(s):

Partner Agreement 4: Local Mental Health Agency (Page 5 of 6)

Local Mental Health Agency Partner Agreement

Below is a signature representing the head of our local community-based mental health agency agreeing to the roles and the responsibilities outlined below:

Agency: _____

Signature: _____

Title: _____

Date: _____

Description of roles and responsibilities in improving and strengthening emergency management plans at the LEA and school-building levels and a description of the partner's commitment to the continuation and continuous improvement of emergency management plans at the LEA and school building levels:

We are unable to include this signature for the following reason(s):

Partner Agreement 5: Local Government (Page 6 of 6)

Local Government Partner Agreement

Below is a signature of the head of our local government (i.e. the county executive, the mayor, the county manager, head of the town council) agreeing to the roles and the responsibilities outlined below:

Agency: _____

Signature: _____

Title: _____

Date: _____

Description of roles and responsibilities in improving and strengthening emergency management plans at the LEA and school-building levels and a description of the partner's commitment to the continuation and continuous improvement of emergency management plans at the LEA and school building levels:

We are unable to include this signature for the following reason(s):

Application Submission Checklist

- ☐ Application for Federal Assistance (SF 424) is completed according to the instructions and includes the nine-digit DUNS Number and Tax Identification Number.
- ☐ All required forms are signed in black or blue ink and dated by the Authorized Representative and the signed original is included with the submission.
- ☐ (For hard-copy submissions) One signed original and two copies of the application, including all required forms and appendices plus one voluntarily submitted additional copy, are included. All copies are unbound and each page is consecutively numbered.
- ☐ Deadline Date: **February 26, 2010.**

EACH COPY OF THE APPLICATION MUST INCLUDE THE FOLLOWING:

- ☐ Application for Federal Assistance (SF 424)
- ☐ Department of Education Supplemental Information Form for the SF 424
- ☐ Project Abstract (one page maximum)
- ☐ Table of Contents
- ☐ Project Narrative (up to 25 pages double-spaced)
- ☐ Program-Specific Assurance (see page 98)
- ☐ Competitive Preference Qualification Assurance, if applicable (see page 99).
- ☐ Partner Agreements (see pages 101-106).
- ☐ All applications must include the required forms, assurances, and certifications, including:
 - ☐ Budget Information Form (ED Form 524) and detailed budget narrative
 - ☐ Assurances, Non-Construction Programs (ED Form 424B)
 - ☐ Disclosure of Lobbying Activities (Standard Form–LLL) **NOTE:** The Authorized Representative must sign this form even if it is not applicable to the applicant.
 - ☐ Certification Regarding Lobbying (Formerly ED Form 80-0013)
- ☐ Narrative response to GEPA 427
- ☐ Copy of letter to State Single Point of Contact, if applicable
- ☐ Proof of federally negotiated indirect cost rate, if claiming indirect costs

Note: For hard copy submissions, grant application forms may be accessed at <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>

